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ABSTRACT

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs pre-existing in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of postsecondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM)

ED163195

Final Report

Project No. 502A25002
Grant No. 320-75-00031(502)

SCECAMP

SYSTEMWIDE CAREER EDUCATION CLUSTER-
BASED ARTICULATED MODEL PROGRAM
(K-College Level)

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed persuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SYSTEMWIDE CAREER EDUCATION CLUSTER-BASED ARTICULATED MODEL PROGRAM

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Summary

of the Final Report

on the

SYSTEMWIDE CAREER EDUCATION CLUSTER-
BASED ARTICULATED MODEL PROGRAM
(SCECAMP)

BACKGROUND

The "Systemwide Career Education Cluster-Based Articulated Model Program" (SCECAMP) represents a three-year, federally-funded project (Part D of Public Law 90-576) which operated from July 1, 1975 to June 30, 1978.

For purposes of this report, "career education" is defined as a comprehensive educational program designed to provide all youth with opportunities for career awareness, as well as the opportunity to attain skills necessary for achieving economic independence and an appreciation of the dignity of work.

In accord with this definition, SCECAMP was designed as a comprehensive, articulated system to assist all students in preparing for their futures in the world-of-work. The project encouraged participating schools to articulate fully, toward the end of providing students with sequential learning experiences and options. These experiences and options were to in turn lead to increased student information, decision-making skills, and understanding of personal values -- three tools which would greatly benefit students when choosing the next step in their lives.

SCECAMP was designed to build and expand upon the successful career education projects pre-existing in New York City. One such project was SPICE, the "State Project to Implement Career Education." This program reflected the career education priorities of the New York State Office of Occupational and Continuing Education. SPICE was instituted to effect the plans of this Office in the New York City schools.

Expanding upon SPICE, and incorporating the concepts emanating from national models, the Center for Career and

Occupational Education (CCOE) designed its model program (SCECAMP), which would work to achieve the following:

- to develop, implement, demonstrate and disseminate an effective model career education articulated school program in each of the five boroughs of New York City;
- to utilize the SPICE management/training model;
- to offer training in the incorporation of the U.S. Office of Education occupational cluster system into classroom experiences;
- to infuse 50% of all academic instruction with career education elements and occupational clusters;
- to establish "mini" career counseling centers;
- to promote articulation with feeder schools (elementary and junior high), community colleges, four-year colleges, and appropriate graduate institutions;
- to systematically utilize community resources;
- to encourage systematic and effective measures for accommodating economically, socially, emotionally, and physically handicapped students;
- to plan for efficient and effective utilization of dissemination mechanisms throughout the New York City school district.*

The project was further designed to incorporate the many innovative programs which already existed within the school system. Among these were: the Shared Instruction Program, the After-School Occupational Skills Program, Cooperative Education, and "Implementing Career Education."

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*Under the decentralized community school district system, operation and control of the public schools are shared by a city-wide Board of Education and 32 community school boards. The New York City Board of Education has jurisdiction over high schools, special schools/classes, and certain other city-wide operations. The community boards control the elementary, intermediate and junior high schools in their respective districts, subject to collective bargaining agreements and city-wide policies established by the City Board in consultation with the community boards.

PROGRAM GOALS & OBJECTIVES

The process utilized for planning and implementing project activities included development, by project staff, of a management plan which directly correlated with project goals. This management plan was reviewed by the Center for Advanced Study in Education (City University of New York), SCECAMP's independent evaluator, to ensure consistency with project goals and evaluation design.

The management plan included the goals and objectives presented below. (It might be noted at this point that both this Summary and the main body of this report are organized according to these six overall goals.)

Goal 1: Staff Development	Objectives
To plan, develop and implement all staff development activities operating in conjunction with the Model Program.	1.1 develop a career education leadership team at each of the Model sites; 1.2 offer an overview of career education to Model site staff; 1.3 define the occupational clustering concept and offer training in at least five occupational clusters specific to a Model site; 1.4 infuse at least 50% of academic instruction with career education concepts and modules related specifically to the relevant five occupational clusters; 1.5 develop an effective articulation program with feeder schools (elementary and junior high), so that these schools would incorporate career awareness and career exploration experiences in their curricula; 1.6 disseminate all SCECAMP in-service training methods and principles to all interested parties; and 1.7 provide teachers with "hands-on" experience in occupations relevant to the five occupational clusters.

Goal 2: Curriculum	Objectives
To plan, develop and implement all curricular products emanating from the Model Program, from the NYC Board of Education, and from other local educational agencies.	2.1 produce curricular modules in cluster-based instruction using the following programmatic approaches: classroom infusion, cluster-based infusion, individualized instruction, and "hands-on" exploration/preparation activities; 2.2 produce curricular multimedia materials in conjunction with, and as a supplement to, the developed cluster-based curriculum modules; 2.3 consult with other programs working in conjunction with SCECAMP (Occupational Ed., Post-Secondary Ed., Co-op Ed., After-School Occupational Skills Program, Shared Instruction Program), in order to achieve coordination between their curricula and the SCECAMP modules; 2.4 develop cluster-based materials focusing on the identification and use of community/business/industry resources; 2.5 collect, evaluate and disseminate appropriate career education materials produced nationwide for utilization by SCECAMP; 2.6 assist in the identification of materials for the SCECAMP resource centers to be developed at each site; and 2.7 disseminate all SCECAMP curricular principles and products to other interested parties.
Goal 3: Counseling and Support Services	Objectives
To plan, develop and implement all counseling and support service activities for each Model site.	3.1 establish a "mini career counseling center" at each Model site;

	3.2 coordinate and implement all staff development activities for guidance personnel; 3.3 coordinate all guidance, staff development and curricular activities in order to fuse guidance and instruction; and 3.4 provide for effective articulation (K-college) at each Model site.
Goal 4: Community Resources To plan, develop and implement the systematic utilization of the community as an instructional resource.	Objectives 4.1 utilize, for instructional purposes, community representatives appropriate to the five clusters offered at a Model site.
Goal 5: Dissemination To disseminate information regarding the Model Program on a borough, city and nationwide basis.	Objectives 5.1 establish a "public information" mechanism designed to inform all involved parties regarding Model development, operation and expansion.
Goal 6: Evaluation To conduct formative and summative evaluation of all aspects of the SCECAMP project.	Objectives 6.1 establish a committee for "formative" evaluation which would be conducive to rapid response and redirection of efforts during development, operation and expansion; and 6.2 establish a "third-party" summative evaluation team to gather and interpret data relative to project effectiveness.

PROGRAM RESULTS

The following summarizes SCECAMP's procedures and achievements.

GOAL 1: STAFF DEVELOPMENT

To achieve Goal 1, a 30-hour, in-service course was developed which stressed Office of Education concepts relative to occupational clusters and the infusion process. This course was designed for teachers at all grade levels. The SCECAMP course served as the basis for redesigning a new "Implementing Career Education" (ICE) course as a city-wide, in-service career education course for all teachers. In addition, career education "mini-workshops" were offered at individual schools and at district conferences, the content of which was culled from the more extensive 30-hour course.

At the time of SCECAMP's inception, there already existed an "Implementing Career Education" course -- ICE I, a basic career education course (K-9). The SCECAMP course, however, was original to the project and proved so effective that it became the basis for various new ICE courses: ICE II, an advanced course for K-9 teachers; ICE III, a basic course for high school teachers; and ICE IV, an advanced course for high school teachers. These were all developed based on SCECAMP materials.

Eventually, as a result of recommendations made by the evaluator at the end of SCECAMP's second year, ICE II, III and IV were all combined and reworked, resulting in a new ICE course suitable for teachers at all grade levels, as well as for teachers of students with special needs.

GOAL 2: CURRICULUM

For Goal 2, career-infused lessons in all subject areas were developed by teachers (K-12) from participating schools. Other innovations included a career-infused sample curriculum (K-6), a seventh-grade math curriculum dealing with careers which involve use of percentage, a career activities manual for grades 7-12, a student career guidance manual for the secondary grades, and a career education course of study suitable for grades 7-9. These products were developed during in-service courses and through specific writing projects assigned to participating teachers and consultants.

During the final year of the project, stress was placed on editing these products for consistency of content, in order to reflect the Model's emphasis on career education elements and the occupational clusters.

GOAL 3: COUNSELING & SUPPORT SERVICES

Objective 3 was accomplished through a variety of means, including the following:

- staff development programs designed specifically for guidance counselors;
- the Career Activities Manual for Secondary Students, produced with the assistance of staff from the Bureau of Educational and Vocational Guidance;
- establishment (or expansion) of school-based career resource centers at all five Model sites;
- encouragement and support of career fairs;
- SCECAMP staff participation in National Vocational Guidance Week;
- presentations at local and national conferences;
- counseling programs which utilized interest inventories; and
- a handbook of post-secondary educational opportunities for high school counselors.

Most of these activities were initiated by SCECAMP coordinators, with support from consultants wherever necessary.

Of special significance in the training procedures and materials developed was the "blending" of the guidance and classroom functions. This blending afforded students a much more comprehensive program than was previously possible.

GOAL 4: COMMUNITY RESOURCES

Goal 4 was met by establishing links with community agencies, such as the Girl Scouts, the Parks Council, the Economic Development Council, the National Alliance of Businessmen, the Health Council, etc. Expanded use was made of "Open Doors," an excellent career resource center supported by the Economic Development Council which works in close cooperation with the Board of Education. Such links took the form of speakers, field trips, opportunities for "shadowing" (see p. 33), and the solicitation of community materials and encouragement.

The above-mentioned agencies were also intimately involved in the development of new school-based career education programs which reflected the occupational clusters selected by the schools.

GOAL 5: DISSEMINATION — To meet Goal 5, SCECAMP encouraged and supported the publication of career education newsletters, emanating from individual schools as well as from school districts. SCECAMP staff also participated in local, state and national conferences by presenting workshops on career-infused education. The varied accomplishments of the project, in the form of actual products, reflect the diverse activities of the Program.

Curricula developed include: "A Compendium of Career Education Lessons," a sampling of career-infused curricula for grades K-6; "Math-A-Plus, Percent-A-Must," a seventh-grade math curriculum which involves careers using percentages; and the Career Activities Manual, which offers career awareness exercises for grades 7-12. These products are currently being refined and edited for broader dissemination.

The program also led to a career education mural, painted on three 8' x 6' panels (and therefore transportable), created by students of the East Harlem Career Academy working under the supervision of community-based artists. This mural, to be housed at the Career Academy, will also be available for display at career conferences.

Two 16-mm films were produced. One depicts the development of the career education mural through the joint efforts of students and artists (a career exploration activity). The second, a teacher training film, presents the career infusion process using SCECAMP as a career education model. This second film will be paralleled by a detailed process manual which will treat replication of the SCECAMP model. A ten-minute slide/tape show on the features of SCECAMP was also produced as a tool for orientation meetings.

In cooperation with other staff of the Implementation Unit of the Center for Career and Occupational Education, SCECAMP also worked on the development of the new ICE staff training manual.

GOAL 6: EVALUATION — Goal 6 involved an annual evaluation of SCECAMP by an independent, third-party evaluator, the Center for Advanced Study in Education. The final evaluation, which conforms to the guidelines established under SCECAMP's grant, is part of this Final Report.

By virtue of the wide range of activities fostered by SCECAMP, data for the evaluation were collected in a variety of ways: through testing of students, questionnaires administered to the staff involved at various schools, and

interviews of school administrators and SCECAMP staff. Further, numerous site visitations permitted observation of actual classes, as well as opportunities to gauge the availability of career resource materials. Finally, project records provided extensive data for analysis.

CONCLUSIONS & RECOMMENDATIONS

SCECAMP's activities, accomplishments and evaluation results, as presented in this Summary and in the main body of the present report, substantiate the success of the project in introducing career-infused education to New York City. The original intent of the Program was to demonstrate to the City's 32 school districts, the implementation of an articulated career education model. The achievement of this goal should be apparent from reading this report. In addition, CCOE's decision to provide a detailed "how-to" manual for other large urban school systems also attests to the success of the Program. (This manual is part of the Final Report, but is published under separate cover.)

The following conclusions and recommendations, as formulated by the project staff, are presented according to Program goals.

GOAL 1: STAFF DEVELOPMENT

Staff development represents a crucial factor in the implementation of a career education program. In the course of SCECAMP's three years, 160 teachers, guidance counselors and administrators participated in SCECAMP-related workshops. Approximately 900 additional teachers participated in the "Implementing Career Education" course, offered by the Board of Education.

Staff development programs can serve the largest audience if offered through the central offices of the Center for Career and Occupational Education. Centrally organized programs also serve to establish consistency of a basic model. Should an individual school wish to implement its own staff development program, the centralized model is flexible enough to allow its use as a base, upon which the school can develop a program which reflects its identified career education needs.

GOAL 2: CURRICULUM — Provision of time for teachers to develop career instructional materials is necessary for defining proper approaches to the infusion of career education into a curriculum. Such curriculum development can take the form of individual infused lessons, units of study, and/or specifically designed career education courses.

By providing a model format for infusion, materials developed may be readily incorporated into courses of study at other schools, since these courses of study represent the basis of all instruction in New York City. The materials should become part of the ongoing curriculum efforts of the Board of Education.

Curriculum which incorporates community resources is most effective in generating greater student interest in the world-of-work.

GOAL 3: COUNSELING & SUPPORT SERVICES — School-based career information resource centers are invaluable to teachers for successful infusion of career education into the curriculum. Interest inventories and career awareness activities elicit a high interest level among students, and represent successful tools in raising a youngster's level of self-awareness.

These resource centers constitute the "heart" of career education programs. Their functions include the sponsoring of career fairs, the coordination of community resources, and the provision of the latest career education materials to teachers and students.

In some schools the library may be the main career education resource. The librarian, especially if part of the career education team, can coordinate requests for materials, and can refer students with specific career needs to the guidance counselor.

GOAL 4: COMMUNITY RESOURCES — Classroom speaker programs, career fairs, and field trips represent effective means of bringing the world-of-work into the classroom. Such activities should be encouraged and expanded through the support of appropriate bureaus at the Board of Education.

Identifying and involving established community groups (the Chamber of Commerce, local businesses, etc.) should be encouraged at the school level. These organizations should

be asked to furnish representatives to advisory boards. Their assistance can be invaluable in securing support for career education activities.

GOAL 5: DISSEMINATION — Simple dissemination of materials to teachers is not effective for broad implementation of career education. Such dissemination must be supported by staff development programs, and by time allotment for teachers to develop curricula based on such materials.

Other means for successful implementation include the following:

- Strategies must be identified for facilitating the adoption of successful components of exemplary projects within the city's school districts.
- Teachers must be encouraged to participate in career education conferences.
- Newsletters for distribution to students, teachers and parents should be encouraged as conduits for information about career education activities.

Dissemination is important in that it provides those involved in career education with a sense of belonging to a larger educational movement.

GOAL 6: EVALUATION — Formative evaluation is most productive if the actual evaluation design is the result of co-operation between project staff and the outside evaluator. The evaluation of the project and the project itself share a dynamic interrelationship -- the project adapts its activities to the recommendations of the ongoing evaluation, and the evaluation is modified according to changes in the project activities.

To be most useful, evaluation should be an ongoing process. The design of the evaluation should reflect the activities undertaken relative to the project's stated goals.

The evaluator's recommendations should be incorporated into all future similar programs sponsored by the Board of Education. The use of evaluation guarantees the original intent of such projects -- the improvement and refinement of the educational process.

Final Report

on the

SYSTEMWIDE CAREER EDUCATION CLUSTER-
BASED ARTICULATED MODEL PROGRAM
K-College Level

(SCECAMP)

THE PROBLEM

One of the greatest challenges to face New York City youth, both now and in the future, is preparing for a fulfilling career. To assist students in meeting this challenge, the New York City Board of Education offers an extensive array of options in career education. However, these programs are often necessarily dispersed, meeting the needs of some, but not all students.

SCECAMP (Systemwide Career Education Cluster-Based Articulated Model Program) was designed to develop a more comprehensive, fully articulated system of career education, extending from kindergarten through the college level. It was meant to demonstrate (a) that students could begin to prepare for the world-of-work from the time they started school, and (b) that schools could articulate with as much energy directed toward enhancing students' decision-making ability and personal growth as has traditionally been directed toward academic achievement.

New York City is plagued by high unemployment among undereducated, unskilled high-school-age youth. The number of unemployed youth is swollen each year by the more than 30,000 students who drop out of high school prior to graduation. These students are generally deficient in marketable skills. Further, they suffer from an unrealistic conception of their job potentials, as well as from misinformation (or no information) about the world-of-work.

This problem is rendered particularly acute because, in New York City, large minority populations are caught in the familiar cycle of unemployment, or underemployment, and lack of training. The unemployment rate for non-white youth is normally double that for white youth. Currently, unemployment for all out-of-school teenagers (16-19 years of age) exceeds 20%.

Due to the sub-par school retention record of poor and, especially, minority youth, there is a great need to bridge the gap between school and earning a living. Data from the New York State Department of Labor point to a definite correlation between a low level of economic self-sufficiency and a low level of educational attainment on the part of New York City's disadvantaged population. Thus, New York City faces two tasks:

(1) Schools and learning options must be made more relevant to career goals, such that the relationship between learning and earning is clear.

(2) There must be more viable options available for students to bridge the gap between school and careers, so that initial career experiences are supported by the educational system.

To provide more viable programs and services geared to the needs of all youth, the 1974-75 Annual Plan for Comprehensive Occupational Education in New York City, developed by the Center for Career and Occupational Education (CCOE), called for "increased efforts to share the benefits of model or experimental programs ... to upgrade the system." The Plan further notes that: "Exemplary programs offer a much needed opportunity to determine the effectiveness of innovative strategies."

In proposing a scheme for a comprehensive program to remedy the situation described above, the objectives of the Annual Plan were incorporated into one program -- SCECAMP.

PROGRAM DESIGN

SCECAMP was designed to service all students through the use of systematic and sequential learning experiences and options (offered from kindergarten through high school), and through the use of an evaluation design which would truly determine its effectiveness. It was felt that, by infusing the standard curriculum with career education experiences from the very start of a child's education, the student would grow in terms of awareness. Such awareness would encompass not only the student's own skills and potentials for growth, but also the demands and requirements of the world-of-work.

By entering into a planned cooperative venture with other educational agencies, and by developing a cumulative articulation program, the Center for Career and Occupational Education, through SCECAMP, sought to demonstrate that better prepared high school graduates would achieve a more successful transition into the world-of-work, or into a variety of post-secondary educational institutions.

Programs geared toward establishing career education were already in-place in the New York City school system prior to the advent of SCECAMP. Under the aegis of the CCOE's Industrial Arts Division, the Publishing Activity Center and the Enterprise Experience offered students "hands-on" career education experiences during the school day. Other programs, such as the After-School Occupational Skills Program, the Shared Instructional Program, and the Cooperative Education Program, broke new ground by offering occupational education away from the student's home school. However, these programs did not represent a comprehensive K-12 career education model.

It was SCECAMP's unique contribution to the furtherance of career education that it attempted to establish an articulated career education program which followed a natural progression from kindergarten through college. It was felt that such a developed, articulated program could satisfy the needs of New York City youth for viable educational options, while at the same time allowing the SCECAMP exemplary model to be tested for efficacy in terms of bringing its innovative design to bear on one of today's troubling educational issues.

PROGRAM ADMINISTRATION

SCECAMP operated under the supervision of the Division of Educational Planning and Support, Center for Career and Occupational Education (Implementation Unit), of the New York City Board of Education. The Center for Career and Occupational Education (CCOE) bore direct responsibility for project implementation and supervised the developing, testing and dissemination of career education curricula at the various Model sites.

As originally conceived, the project staff included a Program Director and three Coordinators selected according to their experience in one of the following areas: staff development, guidance/counseling, and curriculum development. An Assistant Coordinator was added during the first year to assist the Director, in response to the growing needs of the project. (See Appendix 1 for a listing of project personnel over the three-year life of the Program.)

SCECAMP staff were augmented by other personnel who were called upon as the need arose. This augmentation was based largely on approaches proven useful in the State Project to Implement Career Education (SPICE). The additional personnel included:

- teachers, assigned to Model high schools, who were released from classroom obligations (for approximately one hour per day). These teachers served as liaisons between the sites and SCECAMP.
- educational assistants who, under the supervision of a SCECAMP liaison person, assisted in operating high school career resource centers;
- teachers assigned to Model schools who received hourly wages for SCECAMP-related work performed during after-school hours; and
- curriculum writers, consultants (educational and evaluation), and media specialists who were paid to work on SCECAMP projects.

As indicated, this Part D project involved selected Model sites, one in each of the five boroughs of the City of New York.* As originally conceived, a Model site was to

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*A borough is both a geographic and political sub-unit of the entire city. The boroughs are Manhattan, Queens, Brooklyn, the Bronx, and Staten Island. (See Appendix 2 for a map of the boroughs and some basic school statistics.)

consist of a network of educational settings, ranging from kindergarten through graduate institutions. Thus a Model site would comprise one or more elementary schools, junior high schools, high schools, and colleges.

Site selection was based on two criteria: (a) willingness and ability to introduce a mix of awareness and exploration/preparation experiences in five occupational clusters, as well as a more cursory introduction to ten other clusters; and (b) evidence of ongoing feeder patterns from elementary schools through post-secondary institutions.

Over the three-year life of the Program, the five Model sites worked toward establishing mechanisms and utilizing strategies for the testing and expansion of the Model. The focus of the Program was systemwide, with special emphasis provided in each of the five boroughs by the Model sites.

The project was designed to serve a wide geographic area, as well as a relatively large population of students, teachers and school personnel involved in grades K-12. (Appendix 3 provides a breakdown of the populations served in the last year of the project.)

During the project's first year, the efforts of all Coordinators were brought to bear at each Model school. The schools involved were Julia Richman High School and feeder schools from Community School District 2 (all in Manhattan). In the second year, SCECAMP expanded, according to its plan, adding Model sites in two additional boroughs (Theodore Roosevelt H.S. in the Bronx; New Dorp H.S., Egbert Junior H.S. and P.S. 38 on Staten Island).

In response to the relatively remote location of Staten Island, one of the three original Coordinators was assigned exclusively to that site to develop the overall K-college continuum. The other two Coordinators continued as before, sharing appropriate responsibilities for both the Manhattan and Bronx schools. An additional Coordinator was added to supervise growing curriculum efforts during the second year.

The final year of the project witnessed an expansion into the remaining two boroughs, Brooklyn and Queens. At this point, each Coordinator was given total responsibility for a particular site. Thus the Coordinators now dealt with the total needs of each site (guidance, curriculum, and staff development).

During Year III, the K-12 continuum was completed in each borough, with one Coordinator designated for both Man-

hattan and the Bronx (since one Coordinator had left the project), and one Coordinator each for Staten Island, Brooklyn and Queens. (See Appendix 4 for a chart showing the expansion to program sites.)

PROGRAM GOALS & OBJECTIVES

Expanding upon pre-existing programs, and incorporating the concepts emanating from national models, the Center for Career and Occupational Education designed SCECAMP to work toward the following ends:

- to develop, implement, demonstrate and disseminate an effective model career education articulated school program in each of the five boroughs of New York City;
- to utilize the SPICE (State Project to Implement Career Education) management/training model;
- to offer training in the use of United States Office of Education occupational clusters;
- to infuse 50% of all academic instruction with career education elements and clusters relevant to a Model site;
- to establish "mini" career counseling centers;
- to promote articulation between elementary schools, junior high schools, high schools, community colleges, four-year colleges, and appropriate graduate institutions;
- to systematically utilize community resources;
- to encourage systematic and effective provisions for economically, socially, emotionally and physically handicapped students; and
- to plan for efficient and effective utilization of dissemination mechanisms throughout the City school district.

SCECAMP's activities were organized around the six overall goals presented below.

Goal 1: Staff Development -- to plan, develop and implement all staff development activities operating in conjunction with the Model Program.

Goal 2: Curriculum -- to plan, develop and implement all curricular products emanating from the Model Program.

Goal 3: Counseling & Support Services -- to plan, develop and implement all counseling and support service activities in each Model site.

Goal 4: Community Resources -- to plan, develop and implement the systematic utilization of the community as an instructional resource.

Goal 5: Dissemination -- to disseminate information regarding the Model Program on a borough, city and nationwide basis.

Goal 6: Evaluation -- to conduct formative and summative evaluation of all aspects of the SCECAMP project.

PROGRAM RESULTS

The following discussion of SCECAMP is organized according to the six goals presented previously. As will be apparent, the mode of operation changed over the course of the three years of the project -- as new situations developed and as more and more schools became involved, strategies and staff deployment practices were modified.

GOAL 1: STAFF DEVELOPMENT

To plan, develop and implement all staff development activities operating in conjunction with the Model Program.

SCECAMP was committed to the U.S. Office of Education's model of 15 occupational clusters, as well as its system of organization according to the career education elements and themes of National Model I. (See Appendix 5, pp. 3-5, for a more detailed discussion of the cluster concept, a list of the 15 clusters incorporated by SCECAMP, and a description of these career education elements and themes.) Therefore, project activities focused extensively on staff development, in order to introduce these concepts through the curriculum infusion method to staff at participating schools and to administrators from the various school districts. Thus, during the first year of the project, staff development occupied the attention of all SCECAMP staff.

Year I

During the first year, three types of staff development programs were offered:

- a general workshop series of 30 hours;
- a series of eight-hour guidance workshops; and
- mini-workshops in staff development.*

*Outlines of sample workshops are to be found in Appendix 6.

GENERAL WORKSHOPS The general workshop series constituted the main channel for dissemination of career education information, as well as the primary means for training school personnel in the techniques and skills of career development and infusion. During Year I, two series of workshops were held -- one for teachers at Julia Richman H.S., and one for teachers in the elementary and junior high schools of District 2. (District 2 junior high school graduates go on to Julia Richman H.S.) It was anticipated that, upon completion of the 30 hours of training, the participants would have gained new skills in writing cluster-based infused career education lessons.

In cooperation with a private consultant, Mrs. Ruth Ferguson of Pace University, the workshops were designed and implemented according to goals established for both the workshop overview and infusion sessions. Upon completion of the training, participants were to be able to:

- identify the goals and elements of career education;
- explain the eight elements of career education lessons;
- explain the occupational cluster concept, as exemplified by the USOE model;
- write lessons, within their disciplines, which offered infusion of career education themes and elements;
- demonstrate in their lessons the fusion of academic and career-oriented subject matter, stressing the five occupational clusters;
- fuse guidance and instruction into classroom experiences organized around career education themes in five occupational clusters;
- incorporate the use of community resources (business representatives, field trips, and materials) in classroom experiences offered within the five occupational clusters;
- explain and apply, in classroom lessons, decision-making and values-clarification skills as they relate to career decision-making in the five occupational clusters;
- demonstrate an awareness of the effects of sexism and racism on career choices through evaluation of commercial and non-commercial materials;

- use career education support systems (libraries, resource centers, the Bureau of Educational and Vocational Guidance, "Open Doors," etc.) in developing materials and lessons around the five occupational clusters; and

- list and explain alternative educational settings which correspond to the five occupational clusters, such as the After-School Occupational Study Program, the Shared Instruction Program, the Cooperative Education Program, etc.

As a result of participant input, specific goals were added which reflected the needs of a particular site. These included, among others, the involvement of parents in a career education program, and communicating and sharing with other career education programs.

The general workshops were repeated in the spring of Year I (1975-76) for elementary and junior high school personnel. A private research and development agency, Policy Studies in Education, was again engaged for design and implementation purposes. This round of training reflected suggestions from the evaluation of the first round. Guest speakers, "hands-on" demonstrations of materials, role-playing, curriculum writing using the SCECAMP lesson plan format for infusion, and discussions on articulation were incorporated into these sessions.

Various patterns were developed for organizing the workshops, based upon participant preferences. One series consisted of 15 consecutive two-hour sessions. Another series was comprised of eight two-hour sessions, culminating with two all-day Saturday sessions.

Graduate credit for the workshops was available through Pace University, if appropriate arrangements were made in advance. (See Appendix 7 for a description of the course offering.)

GUIDANCE WORKSHOPS — SCECAMP's career guidance component was designed to train guidance personnel in career guidance techniques, skills and resources. Guidance personnel on all three school levels within the Model Program underwent special guidance training in addition to the 30-hour general workshops. This special training consisted of individual modules on topics such as interest inventories, self-awareness and values clarification, the use of business and community resources, the counselor/

teacher partnership, and the infusion of career guidance into the curriculum. The sessions were cooperatively planned and operated by the SCECAMP Guidance Coordinator and a specialist in the field.

CURRICULUM WORKSHOPS Curriculum mini-workshops represent the third type of staff development activity conducted during the first year. These sessions were designed according to the needs of, and scheduled for the convenience of individual schools and their staff members. Participants worked on curriculum projects which were of direct concern to them, and used SCECAMP as a resource for both materials and curriculum development experience. All products were based on the SCECAMP design for infused unit and lesson plans.

The mini-workshops came under the direction of the SCECAMP Curriculum Coordinator and involved the active participation of various staff personnel. According to the evaluation conducted at the end of Year I, the mini-workshops were extremely productive.

Year II

During Year II (1976-77), SCECAMP added two additional Model sites -- Theodore Roosevelt H.S. in the Bronx and New Dorp H.S. on Staten Island. Activities also continued at the original site. SCECAMP personnel conducted staff development workshops at all three sites, servicing the three participating high schools, two elementary schools, and two junior high schools.

In addition, the "Implementing Career Education" (ICE) course -- as revised under the influence of SCECAMP -- was offered by the Board of Education to 137 teachers in various locations.

Credit-bearing career education courses for teachers were developed at the College of Staten Island (CUNY), City College (CUNY), Brooklyn College (CUNY), Long Island University, and Pace University. (Appendix 8 presents a sample course outline, in this case for the Staten Island course.)

On-site occupational experiences were arranged for teachers at a number of commercial firms and public agencies. In addition, summer programs were organized which involved "shadowing," an activity in which a teacher follows a career professional throughout the day in order to gain insight

into the various responsibilities involved in a specific occupation. (A more detailed discussion of shadowing may be found under Goal 5: Community Resources.)

In addition to shadowing, teacher training included field trips geared to increased awareness of the myriad of different occupations open to the industrious student. For example, a ferry voyage was arranged through the Commissioner of Marine and Aviation, with teachers afforded the opportunity to interview personnel and observe operations. (The ferry is a vital link between the boroughs of Staten Island and Manhattan. Most workers utilize this means of travel.)

Year III

Due to time constraints, it was decided to utilize the time remaining to the project for the introduction of school-based career education activities which had been successful in the first two years. Mini-workshops, which had proven so effective during the first year, continued to be offered at schools requesting them, but SCECAMP concentrated the majority of its staff development efforts through the ICE courses offered on a city-wide basis. Two such courses were given by SCECAMP-trained personnel.

ICE courses which utilized SCECAMP-developed manuals (ICE II, III & IV) were, of course, offered elsewhere in the city. Sixteen such courses reached some 300 teachers enrolled at SCECAMP sites. (See Appendix 9 for a complete tabulation for the years 1975-78.)

GOAL 2: CURRICULUM

To plan, develop and implement all curricular products emanating from the Model Program.

Year I

In addition to staff development, curriculum development also comprised a major SCECAMP thrust during the first year of the project (1975-76). It was SCECAMP's intention to produce new curricula which were cluster-based, and which infused the standard curriculum with career education concepts.

These concepts were reflected in the use of (a) the career education elements of National Model I, and (b) the 15 USOE occupational clusters.

To accomplish the curriculum development component, two sets of programs were implemented. First, teachers were asked to produce curriculum materials as part of the 30-hour staff development workshops. Second, selected teachers were asked to participate in the separate curriculum writing mini-workshops. (See also Goal 1: Staff Development.)

In the 30-hour general workshops, teachers were expected to incorporate career education themes and career clusters into single lesson plans. They were also encouraged to write units consisting of sequential lessons that reflected a larger course of study. The objective was to develop the curriculum writing ability of these teachers. Those teachers identified as talented writers were invited to attend mini-workshops in curriculum writing, in which they produced units and sequential lessons for all grade levels and in as many curriculum areas as possible. These lessons and units were intended for dissemination.

By the end of Year I, a sizable body of lesson plans had been developed as a result of the staff development workshops (both general and "mini"). More than 21 individual lessons in all curriculum areas, and six complete cluster-based units covering a five-month period of instruction, were produced for the high school level. On the junior high and elementary levels, 36 individual career education lesson plans and two curriculum units were produced. Much of the material, at all levels, was not only cluster-based, but also relied heavily upon the use of community resources.

Years II & III

The second and third years witnessed additional writing and refinement of materials. Field testing of the most promising materials was carried out in Year II. Final editing, incorporating suggestions for improvement and/or modification of the material, was carried out in Year III. (All lessons developed in conjunction with the various program activities are housed for reference at the Center for Career and Occupational Education.)

In all, SCECAMP was successful in producing five distinct types of curricula:

(1) A compendium of cluster-based lessons was developed which incorporated career education elements for grades K-6 (see Appendix 2 for a sample of the materials included). This compendium was designed to demonstrate the infusion of career education principles and techniques into New York City Board of Education curriculum objectives in the planning of lessons for every grade level. These required curriculum objectives, as outlined in Minimum Teaching Essentials: Scope and Sequence (Division of Educational Planning and Support, 1977), were utilized in writing the lessons.

(2) "Math-A-Plus, Percent-A-Must," a junior high school math unit, infused information related to careers using percentage. This manual, prepared by seventh-grade students, also represents the cooperative efforts of several of their teachers. It demonstrates how community resources can be employed to infuse career education into an academic subject such as mathematics. It further demonstrates how career education naturally evolves from an investigation of the use of percentages, since development of such a project tends to increase the student's enthusiasm and interest in the subject matter at hand. (See Appendix 10 for a fuller description of the materials developed.)

(3) The Program developed two career guidance curricula: the Student Career Guidance Manual, to be used by secondary school students as a guidance handbook, and the Career Activities Manual (grades 7-9), which stresses career awareness exercises based on the eight career elements.

The Career Guidance Manual was designed to help students explore areas such as "Who Am I?", "Exploring Jobs Through Career Clusters," "Career Research," "Using Want Ads to Find a Job," "Getting a Job," and "Special High School Programs." (See Appendix 11 for a complete table of contents.) The Career Activities Manual was designed to guide students in looking at themselves more realistically, as well as at those factors which lead them from the role of student to the role of worker. (See Appendix 12 for a table of contents and the "Student Introduction.")

(4) A New ICE ("Implementing Career Education") manual, suitable for in-service training of teachers at all grade levels, was also developed in conjunction with the CCOE's Assistant Coordinator in charge of the ICE program (see Appendix 13). This revised manual was designed to consolidate, into one manual, the ICE I, II, III and IV manuals, as well as segments of the 15 occupational cluster resource modules. The end-product can be used not only for the standard in-service training course, but also for a variety of career education staff development workshops designed for specific grade levels or teaching specialties.

(5) Finally, SCECAMP schools, in response to very specific local needs, also designed entire courses as part of their career education efforts. Subject areas in which complete courses were developed included Social Studies, Literature, Mathematics, "World-of-Work," Medical Laboratory Techniques, and Chemistry.

As an outgrowth of a "human relations weekend" attended by students and faculty of New Dorp High School, a course entitled "Career Decisions" was developed. (See Appendix 14 for a full listing of the topics covered.) At Junior High School #285, two teachers developed a career education course called the "Career Education Program." This course was based upon the premise that choice of a lifetime career should be a conscious process which results from self-appraisal and a knowledge of the world-of-work. (See Appendix 15 for a course outline.)

* * * * *

As a result of associations between SCECAMP and outside agencies, special curricula were also developed with the Parks Council, the Girl Scouts of Greater New York, and the City University of New York (see Appendices 16, 17 & 18).

GOAL 3: COUNSELING & SUPPORT SERVICES

To plan, develop and implement all counseling and support services in each Model site.

SCECAMP recognized the importance of counseling and supportive services in the implementation of career education programs. This is reflected by the fact that the project design specifically called for a Guidance Coordinator. From the outset, counselors were included in all staff development programs -- as participants (along with teachers and administrators) in general career education workshops, and also in workshops earmarked specifically for them.

WORKSHOPS In Years I and II, workshops for guidance personnel were held at various project sites, under the direction of the SCECAMP Guidance Coordinator. Sessions included discussions on the use of the Career Guidance Manual (see below) in individual, small group and classroom settings; tools and techniques for implementing effective career guidance programs; and the use of values clarification exercises in career guidance. Approximately 40 counselors attended these sessions.

One workshop included training in the use of the "Computer Guidance Information System," and was offered through the Bronx Career Counseling and Resource Center (another unit of CCOE). The use of this borough-wide center enabled coordinators to articulate at a level not achieved before.

CONFERENCES Through presentations at professional guidance conferences held in conjunction with the American Personnel and Guidance Association, the New York City Personnel and Guidance Association, the National Vocational and Guidance Week, and district-wide high school counselor meetings, it is estimated that 150 counselors were informed of SCECAMP's goals and activities.

RESOURCE CENTERS SCECAMP personnel were also involved in the organization of career guidance resource centers at each participating school. These centers came under the direction of guidance counselors. The resource centers were considered the heart of the career education program. Some resource centers were housed in school libraries; others represented separate entities (at the discretion of the individual schools). In all cases, the materials introduced to the schools added significantly to their resources. (Such materials were cluster-based and had been reviewed for sex and race stereotyping.)

SCECAMP counselors were trained in and also assisted in the implementation of SCECAMP's counseling goals. The duties of the counselors were as follows:

- to survey the vocational interests of all students and identify five occupational clusters which correspond to student preferences;
- to serve as resource persons for students and staff in career guidance;
- to conduct demonstration career guidance lessons in cooperation with classroom teachers;
- to work cooperatively with coordinators of school career resource centers;
- to organize and coordinate, with cluster representatives, programs which provide career guidance activities (career fairs, speakers, field trips);
- to coordinate activities of other career guidance staff at Model sites;

- to recruit students for optional programs (Shared Instruction Program, After-School Occupational Skills Program, Cooperative Education, etc.);
- to provide counseling, placement and follow-up services for students in the target population; and
- to maintain student record systems and provide reports relative to ongoing career guidance.

Such training, in combination with individual school requirements, revealed a need for additional staff persons -- the Resource Specialists. The primary function of Resource Center Specialists was to staff and maintain the career education resource centers at the high schools. The duties connected with this function included:

- review and acquisition of career education materials for students and teachers, organized according to the selected SCECAMP clusters;
- maintenance of a current career resource file (multi-media);
- assisting in the administration and scoring of interest inventories;
- working with students and staff on information retrieval;
- providing teachers with resources for their career-infused lessons;
- assisting teachers in developing ideas for bulletin boards;
- maintenance of records on the use of career resource centers and reporting to SCECAMP and/or the high schools' administrators upon request;
- providing articulation among Model site schools;
- assisting in preparation for career days and career mini-conferences;
- organization and maintenance of files on cluster resource representatives;
- working together with the SCECAMP Guidance Coordinator to maintain consistency of effort among the five sites; and

- planning and implementation, along with the SCECAMP Model site coordinator and school career counselor, of all resource center activities.

The resource centers serviced both individual students seeking career information or guidance, and classroom teachers who used the materials for infusion purposes. In addition, guidance personnel were able to work with individual students and with groups, utilizing interest inventories and other assessment batteries to help students grow in self-awareness.

All five high schools instituted testing programs. New Dorp and Tilden High Schools developed a program using the Kuder General Interest Survey, followed by counseling sessions. Julia Richman's program utilized the Job-O and Kuder surveys within a self-directed self-evaluation program. Theodore Roosevelt High School used Job-O, and Newtown High used the Strong Vocational Interest Inventory.

As noted in the evaluator's report, the resource centers proved an important feature in SCECAMP's implementation of career education. At one site, because of the recognized importance of the resource center, tax levy funds are being provided to maintain the resource specialist. In addition, the other four sites have also requested assistance in maintaining their centers.

PRODUCTS SCECAMP developed two guidance manuals. The first, the Student Career Guidance Manual (for secondary students) was field-tested and underwent several revisions during the course of the three years. This manual is self-instructive in format. It contains exercises in values clarification and self-awareness appropriate for secondary students.

The manual has been divided into various sections so that teachers, counselors and students can use the materials in any order appropriate, and in regular classroom situations. The manual was disseminated to ICE instructors, District #24 personnel who participated in DICE (District Implementation of Career Education) training, and to Community School District #5, as well as to individual counselors and administrators. It is currently awaiting still broader dissemination through the Division of Educational Planning and Support.

The second manual, the Career Activities Manual, is designed for classroom use by both teachers and students in grades 7-9. It also contains exercises in values clarifi-

cation and self-awareness. The manual is written for high interest and easy reading, and is to be included in packets of materials prepared for dissemination by the Implementation Unit of the CCOE.

SCECAMP's educational philosophy viewed the counselor as the primary articulation agent. Consequently, in addition to these two manuals, a Handbook of Post-Secondary Educational Opportunities in New York City was also developed. This handbook is organized around six of the 15 USOE occupational clusters (those most frequently selected by the high schools). It provides specific information on the availability of instruction and training for occupations relevant to these clusters. (See Appendix 19.)

PROGRAMS As an example of SCECAMP program activities, the Bridge Program at Staten Island deserves special mention as a dynamic and successful program which incorporates both guidance and articulation. At present, it continues to provide services to 8th and 9th grade students at Egbert Junior High School.

Through this program, students are allowed to take courses for credit at the College of Staten Island (Sunnyside Campus). Subject to extensive counseling, students enrolled in the program may take up to eight credits per semester. Both day and evening classes are available, and are attended by regularly enrolled students as well as by Bridge students.

GOAL 4: COMMUNITY RESOURCES

To plan, develop and implement the systematic utilization of the community as an instructional resource.

The utilization of community resources was basic to SCECAMP's concept of infusing career education into a regular curriculum. The community, in both its public and private sectors, was viewed as a valuable source of instructional enrichment. Thus SCECAMP worked with private enterprises, organized labor, governmental agencies, service groups, community groups, and professional associations in order to broaden access to such resources.

Year I

OPEN DOORS From its inception, SCECAMP worked closely with the Economic Development Council (EDC) of New York City. EDC is an independent, non-profit organization of businessmen designed to bring the capabilities of the corporate community to bear on urban problems. As part of this effort, the EDC sponsors "Open Doors," a school-industry liaison agency. SCECAMP's relationship with Open Doors warrants special attention, since it exemplifies the kind of cooperation which can exist between a public and a private agency.

Open Doors serves as a link between the world-of-work and the schools. Together with Open Doors, SCECAMP planned joint staff development programs for teachers, department heads and guidance counselors. Workshops were held at Open Doors facilities, and materials prepared by them (workbooks, guides) were disseminated. In addition, SCECAMP schools participated in two Open Doors programs: "Speakers in the Classroom" and "Lawyers in the Classroom."

The "Speakers in the Classroom" program provides students with opportunities for face-to-face discussions with representatives of a variety of careers. The program seeks to inform students about several different areas of work in order to motivate them to continue their education.

Through the "Lawyers in the Classroom" program, teachers are able to call upon attorneys to speak at appropriate points in a curriculum. Typical presentations treat careers in law, constitutional history, consumer law, and criminal justice. Attorneys also assist in staging mock trials.

SHADOWING One of SCECAMP's most rewarding activities, begun during its first year of operation, was termed "shadowing." Shadowing calls for a teacher to spend at least one day closely following and working with a professional who is representative of a given career. The teacher thus develops an understanding of the duties, skills and working relationships involved in a particular job. This experience is then interpreted into learning in the teacher's subject area, such that students can see the practical application of academic studies in their future as workers.

As an example of shadowing, a social studies teacher, having worked with a state senator in his community office, would use this experience to "reality base" his classroom

lessons on government and the democratic process. As a follow-up experience, a "community office" might be set up in the school to assist students with their problems.

Since each teacher reaches approximately 150 students per semester, the effects of shadowing become widespread. Another result of this experience is that the teacher him/herself becomes a resource person in a particular area, and thus able to provide information and assistance to colleagues.

The benefits to the "shadowed" professional and institution are twofold. First, the experience leads to greater awareness of the goals of the school. Secord, it allows the participating institution to inform the schools regarding its expectations and requirements in the selection of new personnel.

During Year I, shadowing experiences took place at Flower Fifth Avenue Hospital, the New York City Criminal Court, the New York Daily News, and the McGraw-Hill Book Company.

Year II

During the second year of the project, eight teachers from Egbert Junior High School were involved in similar projects arranged in cooperation with the American Health Foundation, the New York City Center for Housing, Common Cause, the Daily News, the Irish Export Board, the New York Telephone Company, and a state assemblyman's office.

Group visits to various worksites were also arranged during Year II. (The Staten Island Ferry is an example of such field trips. See p. 25.)

Working with Open Doors, the Speakers Program was expanded to the three sites then in operation. Student field trips were also organized, with SCECAMP personnel suggesting sites appropriate to student interests. Career fairs were established as annual events in the high schools, featuring representatives from business and industry recruited through Open Doors, the EDC, and other community agencies.

As described below, liaisons were also established with the Girl Scout Council of Greater New York, the Explorers Club, the New York City Parks Council, Junior Achievement, and the Mount Sinai Medical Center's Secondary Education through Health (SETH) program.

GIRL SCOUTS OF GREATER NEW YORK

The Girl Scouts established four committees to work with and support SCECAMP. The first included members of its Board of Directors, as well as influential community leaders involved in setting up business and management internships within 15 relevant job clusters.

The second group was comprised of educators from throughout the city who maintained a respect for and interest in the Girl Scout program. This group functioned as an advisory board and contributed their expertise in career education. They helped to develop a curriculum for the programs at New Dorp and Julia Richman High Schools.

A third committee was formed of professional Girl Scouts, to develop a second-year follow-up program. The fourth committee was comprised of professional trainers who were developing the leadership intern program. The internships developed in cooperation with the Girl Scouts led to paid summer employment for students.

Similar internships/summer employment opportunities were also developed with the Parks Council. In addition, an environmental studies course was developed as a collaborative effort of SCECAMP, Julia Richman HS, and the Parks Council.

SETH PROGRAM

The SETH program involved students from the East Harlem Career Academy (and in Year II, from Newtown High School). As a three-year health careers program for underachieving students, it provided instruction in an experience-based learning environment within Mount Sinai Hospital. Students spent 200 hours in a minimum of six different placements within the hospital. In addition, a learning skills center provided individualized instruction for all students. This cooperative school-community venture provided students with a realistic view of the world-of-work.

NY TELEPHONE

One especially noteworthy result of cooperation with outside entities was the training program developed with and for the New York Telephone Company. Telephone Company personnel participated in a modified SCECAMP training course (15 hours) which emphasized the basic components of career education infusion. This group visited classrooms to give demonstrations and talks about jobs at N.Y. Telephone. They also addressed more general topics such as job readiness, getting along with others, and subjects generally related to getting and keeping a job.

The SCECAMP training provided them with the ability to utilize their materials within the standard New York City curricula. This "infusion," coupled with closer pre-visit and post-visit planning with classroom teachers, provided students with a more unified presentation of the material.

Year III

In the third year of the project, efforts to promote community involvement yielded the greatest results. With SCECAMP encouragement, Junior High School #2 on Staten Island wrote (and had accepted) a mini-proposal which provided field trips on a regular basis to enrich a cluster-based curriculum. Each trip taken was relevant to the occupational cluster under study. Lessons in five curriculum areas were written by the teachers in cooperative planning sessions based upon trip experiences.

Visitation sites included: the New York Times, Radio Station WNYE, General Motors (Assembly Division), JFK Airport, Amtrak (at Penn Station), the General Post Office, the World Trade Center, the New York Stock Exchange, the Con Edison Indian Point Power Plant, the Solar Test Center (on Long Island), and Bell Laboratories.

By Year III, all the high schools were holding career days. Career day guests, from the public and private sectors, were recruited through community contacts established in the prior two years.

THE CAREERS MURAL In conclusion, we should give special mention to an unusual "hands-on" experience originated, organized and sponsored by SCECAMP. This experience involved youngsters from an alternative school program at the Manhattan site. These students, under the guidance of two community-based artists, and with the financial support of a local bank, created a mural depicting activities associated with various occupational clusters. The mural, measuring 8' x 18', will be displayed at the East Harlem Career Academy.

The project was conducted in the following manner:

- the school's art department selected 10-15 students to work on the mural;

- field trips were taken to art galleries and other sites to view examples of mural art;
- the students designed the various components of the mural, emphasizing the five occupational clusters selected by the school;
- the consultants (the two community artists) prepared the canvases and assisted the students in blocking out the design;
- the students completed the mural under the supervision of the artists.

The experience included discussions on self-awareness, career awareness and beginning competencies. The mural project was correlated with academic subjects wherever possible.

The mural project has been recounted in a film, produced by the Center for Career and Occupational Education. This film will become part of the dissemination materials on career education methods.

MATH-A-PLUS ... Another community-related project, the production of a curriculum unit based on interviews with workers who use percentages in their jobs, is described under Goal 3: Counseling & Support Services. "Math-A-Plus, Percent-A-Must" also utilized the community as an instructional resource.

GOAL 5: DISSEMINATION

To disseminate information regarding the Model Program on a borough, city and nationwide basis.

While the above goal, as stated, refers only to the dissemination of information on the project, this section of the report will also discuss the dissemination of products arising out of the project.

Dissemination of Information

SCECAMP devised mechanisms and developed strategies to spread information about the project throughout each Model site district, as well as throughout the city and state. This process, which also involved central Board of Education personnel, was meant to inform the professional community of the project's activities and accomplishments.

Dissemination of such information was aimed at the following constituencies:

- top-level educational decision-makers (superintendents, directors, etc.);
- school-level administrators (principals, assistant principals, deans, department chairpersons);
- teachers at all levels and in all subject areas, both academic and vocational, as well as college instructors;
- counselors at all levels;
- paraprofessionals;
- students;
- parents;
- professional organizations; and
- city, state and national associations.

PRESENTATIONS SCECAMP's dissemination efforts relied heavily upon presentations offered at professional conferences and workshops. Examples of such functions, at which SCECAMP personnel were invited to speak, included:

- workshops conducted at nine community school districts;
- workshops held at New York University, City College and Pace University;
- workshops held by the New York City Personnel and Guidance Association and the Career Counseling Institute of the Bureau of Educational and Vocational Guidance;

- conferences held by the American Personnel and Guidance Association and the United States Office of Education;
- Part D directors meetings;
- the "Big 5 City Directors' Conference";
- parent workshops; and
- borough-wide meetings of high school counselors.

STAFF DEVELOPMENT ACTIVITIES

The SCECAMP activities which reached perhaps the greatest number of people in terms of disseminating information on the project were those connected to the Program's staff development activities. For example, SCECAMP's 30-hour training sessions accommodated 160 school staff members. Dissemination of career education concepts also reached far beyond the schools participating in SCECAMP. "Implementing Career Education" (ICE), the staff development course (redesigned to reflect the experiences of SCECAMP), became a regular offering in the New York City Board of Education's program for in-service training. As such, it influenced approximately 900 teachers throughout the city during SCECAMP's three years.

PUBLICATIONS

Articles written by SCECAMP staff appeared in Learning in New York, a Board of Education publication distributed to all teachers, and in Tomorrow, a newsletter of the New York State Education Department, Career Education Unit. The Center for Career and Occupational Education's own newsletter, Career Education in New York City, which is distributed to all schools in the system, also carried articles on the Model project. Articles also appeared in Spectrum, the journal of the Staten Island Continuum, and in High Points, the professional journal of the Division of High Schools.

SCECAMP itself published a newsletter for distribution to all its schools. In addition, project staff edited newsletters (also for local distribution) written by teachers involved in the SCECAMP program. These newsletters covered the career-oriented activities of various classes, the use of career resource centers, special accomplishments of career education classes, the availability of new career education materials, and the latest in SCECAMP activities. (See Appendix 20 for samples of these publications.)

CAREER-ORIENTED COURSES Dissemination took an additional form as a result of SCECAMP's encouragement of graduate courses and programs in metropolitan area universities. While not specifically "SCECAMP" in nature, these courses disseminated general career education concepts such as the history of the career education movement, vocational theory, etc., and thus moved toward the K-college model of articulation.

Three such courses are currently offered at Pace University; several divisions of the City University of New York also offer one such course each. (These courses were offered to SCECAMP staff development participants for graduate credit at reduced fees.)

Dissemination of Program Products

Trial editions of curriculum and guidance materials prepared by SCECAMP were distributed for field-testing at project sites. These curricula are now being readied for publication, and will be housed at the Center for Career and Occupational Education. (These materials are discussed more extensively under Goal 3: Counseling and Supportive Services.)

Multi-media products were also completed, and will be available through the Center for Career and Occupational Education. These include:

- "Take Ten Minutes with Tina Turzio," a slide/tape show depicting the functioning of the career counseling and resource center at New Dorp High School (Staten Island) as seen through the experiences of a student. A "how-to" guide was also written to assist others interested in producing their own slide/tape shows
- "Hands On!", a 12-minute, 16 mm film depicting an exploration activity for junior high school students through the development of a career education mural at the East Harlem Career Academy.
- "New Directions in Career Education," a 10-minute slide/tape show explaining career education as viewed through the SCECAMP model.
- "SCECAMP: A Career Education Program That Works," a 20-minute, 16 mm film which treats the cluster concept, career infusion, and other SCECAMP con-

cepts by depicting the kinds of activities promoted by the project. This film is complemented by the SCECAMP process manual, which offers step-by-step instructions for replicating the SCECAMP career education model. The specific contents of the film parallel the contents of the process manual.*

The process manual itself was written for school administrators. It summarizes the steps taken by SCECAMP to implement the project. Wherever useful, the strategies employed to achieve project objectives are described and references made to other SCECAMP products. The manual is designed to be of particular use to large urban school districts.

FUTURE DISSEMINATION

Although the SCECAMP project has concluded, dissemination of its materials will continue through a special project of the Implementation Unit of the CCOE. This project, ASCEND (A Systematic Career Education Network for Dissemination) is designed to disseminate SCECAMP strategies to interested school districts and high schools throughout the city. ASCEND is developing an orientation package consisting of five modules which incorporate the essence of career education. The five modules are:

- "Planning for Effective Career Education"
- "Implementing Career Education - A Staff Development Program"
- "Using and Developing Community Resources"
- "Improving Personal and Decision-Making Skills"
- "Improving Basic Skills Through Career Education"

ASCEND will utilize teams of on-site specialists from CCOE's Implementation Unit to introduce its package of career education modules to schools and community school districts.

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*This process manual is published separately, but is included in this report under separate cover.

An integral feature of ASCEND will be the effective delivery of selected packages to district sites and schools. To accomplish this, ASCEND will build upon pre-existing strengths in CCOE's basic management system, and will make use of the existing networks of communication already developed by CCOE projects. Materials developed by SCECAMP will be included in ASCEND's packages and will be distributed throughout the system.

GOAL 6: EVALUATION

To conduct formative and summative evaluation of all aspects of the SCECAMP project.

An outside evaluator, the Center for Advanced Study in Education of the City University of New York, under the direction of Dr. Theodore Abramson, conducted an evaluation at the end of each of the three years of SCECAMP's tenure.

A comprehensive management plan, which delineated broad management goals as well as specific measurable tasks and activities, was developed by the project staff. This plan became the basis for gathering data which were used by the evaluator for formative and summative reports on each of the three years. These reports, which also included recommendations, formed the basis for ongoing modification of the management plan.

The evaluator employed four basic techniques: (1) observation of classes instructed by teachers involved in the SCECAMP project; (2) interviews with school staff (both SCECAMP-trained and others involved in career education); (3) questionnaires administered to all teachers involved in career education programs at the site schools; and (4) testing of junior and senior high school students at the end of the second and third years. In addition, the evaluator observed project staff development classes taught by SCECAMP personnel.

The recommendations of the final evaluation can be used by the Center for Career and Occupational Education to expand its career education efforts based upon tested activities. The final evaluation is included as part of this report (see Appendix 21).

RESULTS, CONCLUSIONS & RECOMMENDATIONS

As an innovative model program of career education in New York City, SCECAMP leaves behind a tangible record of achievements, in the form of enriched resources for its demonstration schools and the materials it has produced:

- More than 1000 school personnel (SCECAMP and "ICE") participated in career education staff development programs.
- Full-fledged career resource centers were established at the Model site high schools.
- Mini resource centers were developed in elementary and junior high schools.

In one high school, the resource center has become so central to the school's program that future tax levy funds will be allocated for the maintenance of the educational assistant's position.

The concepts of career education reached a population far greater than that directly involved at the Model sites. By participating in a wide range of dissemination activities, personnel from schools in non-SCECAMP school districts (and even throughout New York State) learned of SCECAMP and acquired materials dealing with cluster-based, infused education.

It is in its products, however, that SCECAMP's influence will truly endure. Over the course of its three years, the Program produced the following:

- "A Compendium of Grade K-6 Curricula," containing model lessons -- each lesson related to a particular occupational cluster, and each exemplifying and demonstrating a particular element or theme of career education.
- the Career Awareness Activities Manual -- a manual of career guidance activities for grades 7-9 containing exercises to develop student self-awareness and career awareness.
- The Student Career Guidance Manual -- containing career exercises appropriate for secondary students.
- "Math-A-Plus, Percent-A-Must," a mathematics curriculum which teaches percentages and which is infused with information about careers which involve extensive use of percentages.

- the "Career Education Program," a course of study for grades 7-9.
- "Take Ten Minutes with Tina Turzio," a slide/tape presentation for guidance use which depicts one student's career growth through her use of all the career options available through the career guidance resource center at her high school.
- "New Directions in Career Education," a 10-minute slide show explaining the concepts of career education, as exemplified by SCECAMP.
- "Hands On!", a 12-minute career exploration film on the use of community resources as exemplified by a mural art project.
- "SCECAMP: A Career Education Program That Works," a 20-minute film, with accompanying process manual, which will enable other school districts to replicate, in whole or in part, the SCECAMP career education model.
- A Handbook of Post-Secondary Educational Opportunities in the New York City Metropolitan Area, which lists training resources for representative careers within eight occupational clusters.
- "Implementing Career Education," a new 20-hour staff development program.

Based on the multiplier effect, approximately 30,000 students have already been exposed to career education programs, either directly (by participation in classes infused with career education concepts) or indirectly (by participation in classes taught by instructors who participated in "Implementing Career Education" courses).

In addition to these materials, SCECAMP has made a significant contribution to the New York City Board of Education staff development program. The "Implementing Career Education" (ICE) manual in current use reflects SCECAMP staff development experiences in (a) the stress placed upon cluster-based, career-infused education, and (b) its applicability for teachers at all grade levels. This ICE course has proven to be one of the most popular in-service courses offered to New York City teachers, with 21 sections being offered in 1977-78 alone.

Conclusions

SCECAMP set out to introduce to New York City a model of career education which would provide youngsters with information about the world-of-work, but without displacing the traditional curriculum. It would achieve this through the process of infusion within all subject areas, such that students would be able to relate their educational experiences with the adult world awaiting them.

With its theoretical framework of elements and themes tied to concepts of developmental psychology, career education cannot begin in high school; rather, it must start with the child's earliest learning experiences. Thus SCECAMP was designed as an articulated program to provide career education experiences from kindergarten through grade 12, taking into account the different developmental stages of elementary, junior high, and senior high school students.

SCECAMP attempted to convey the concepts of career education in a variety of ways. Thus it is not surprising that its activities met with varying degrees of success. One might group the strategies employed according to product versus process.

Those strategies which yielded a specific product, whether curricula, multi-media materials or courses of study, were by-and-large successful. Thus, the lesson plans, units of study, in-service courses, films, and slide/tape shows achieved a high level of quality and professionalism.

On the other hand, strategies which were process-oriented -- and as process are therefore never completed -- are more difficult to assess. During the project, SCECAMP enjoyed the cooperation of teachers and administrators who participated in staff development, who wrote curricula, who staffed career education resource centers, who ran career fairs, and who assisted in a host of activities designed to implement the SCECAMP career education process in their respective schools. The question is, what will continue to be done when SCECAMP's support and encouragement are no longer available?

Certain accomplishments will remain, however. Chief among these is the interest in career education generated through SCECAMP. The excellent resource centers established in the high schools, and the mini-centers in the elementary and junior high schools have become integral parts of the educational programs of the schools. The "ICE" course offered by the Board of Education has proven itself to be

one of the most popular courses offered, and will certainly continue to draw participants from all over the city.

As for the dissemination of materials developed by SCECAMP, the Center for Career and Occupational Education (CCOE) has already incorporated them into other ongoing career education projects. These materials will become the responsibility of Project ASCEND, which operates within the Implementation Unit of CCOE. They will be packaged and distributed among schools according to grade level and individual school needs. In addition, the multi-media products will be loaned to other school systems for purposes of staff development and/or for assistance in replicating the SCECAMP model.

Recommendations for the Future

The following presents recommendations of the outside evaluator. It should be noted that most of these measures have already been instituted within other CCOE programs, or will be implemented in the near future. (See Appendix 21 for the full text of the evaluator's report.)

1. The CCOE, in cooperation with the community school districts and other agencies of the Board of Education, should encourage interest in curriculum infusion by establishing links with department chairpersons in the high schools and with assistant principals in the elementary and junior high schools. Through professional conferences, newsletters, and cooperation with career education liaison personnel, interest in career education infusion and career education materials should be maintained.

2. A resource center should be established as part of CCOE to facilitate distribution of career education materials developed by SCECAMP and by other career education programs (Project ASCEND).

3. Schools should be encouraged to maintain positions for coordinators of career education, so that resource centers may be staffed, and so that career fairs may continue as integral components of the schools' educational programs.

4. The CCOE should host programs for curriculum leaders in order to (a) acquaint them with the SCECAMP experience and (b) invite their participation in plans for extension to other schools.

5. The CCOE should continue to work with local teacher education institutions so that career education may be incorporated into teacher preparation programs.

Appendices

The reader is advised that certain of the following appendices are offered solely as samples or extracts of agenda, course outlines, Program products, etc. These materials are housed in their entirety at the Center for Career and Occupational Education.

APPENDIX 1

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION

Year I 1975-1976

DEVELOPMENT AND IMPLEMENTATION UNIT
David Bickimer, Project Director

Project SCECAMP
Michael Racanelli, Project Director

Mary Gilmore Curriculum	Karen Aderinto Guidance	May Fisher Staff Development	Angelo Bua, Feb. '7 Staff Development

Year II 1976-1977

DEVELOPMENT AND IMPLEMENTATION UNIT
David Bickimer, Project Director

Project SCECAMP
Michael Racanelli, Project Director

Angelo Bua Staff Development	Karen Aderinto Guidance	May Fisher Staff Development	Arthur Ravander Staff Development	David Norflus Curriculum

Year III Sept. 1977-Jan. 1978

Vincent A. Troiano
Deputy Administrator, CCOE

Project SCECAMP
Michael Racanelli, Project Director

Arthur Ravander Site B	David Norflus Curriculum	May Fisher Site C	Barbara Greene Site A

Jan. 1978-June 1978

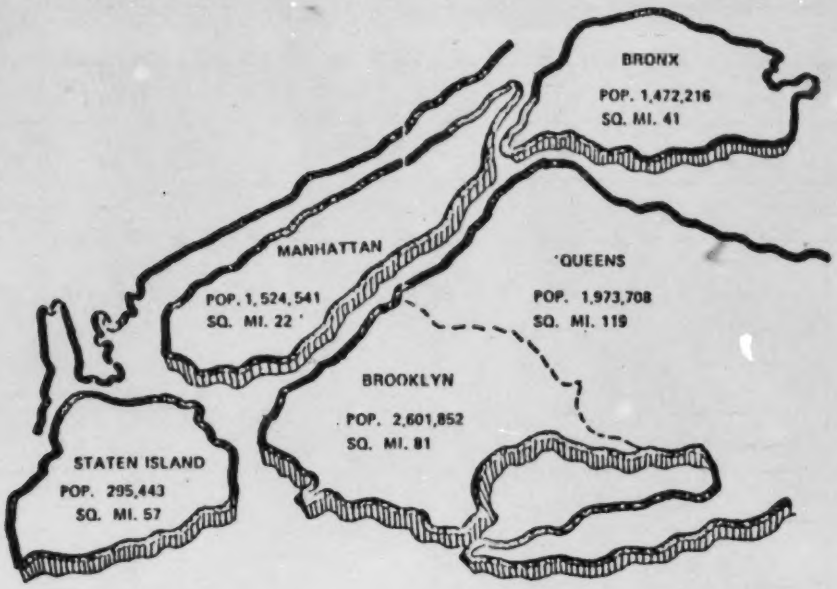
IMPLEMENTATION UNIT
Juanita Ward, Coordinator

Project SCECAMP
May Fisher, Project Director

Barbara Greene Site A & Site B	Judy Berger Site C	Arthur Ravander Site D	David Norflus Site E

APPENDIX 2

A SYSTEMWIDE CAREER EDUCATION CLUSTER-BASED ARTICULATED MODEL PROGRAM, K-18



NEW YORK CITY TOTAL AREA (SQ.MI.) 320
TOTAL POPULATION 7,867,760

Enrollment by Grade, Borough

LEVEL	MANHATTAN	BRONX	BROOKLYN	QUEENS	STATEN ISLAND	CITY-WIDE
Pre-Kindergarten	823	379	995	125	—	2,322
Kindergarten	6,594	10,893	18,374	13,773	3,773	53,407
Elementary	60,852	91,981	161,127	99,546	21,780	435,286
Junior High-Intermediate	29,697	48,472	75,244	51,285	13,237	217,935
Academic Comprehensive	33,666	50,285	91,730	67,614	15,820	259,115
Vocational-Technical	15,432	6,960	13,174	6,528	1,341	43,435
Independent Alternative	4,596	792	3,151	2,002	721	11,262
Special Schools	4,968	1,899	4,018	1,767	829	13,481
TOTAL	156,628	211,661	367,813	242,640	57,501	1,036,243

TABLE I

SCECAMP MODEL SITES 1977-78

APPENDIX 3

Site A (Man.) School	% of Students	% of Blacks	% of Hispanic	Other	# of Teachers	# of Administrators
Julia Richman	3,000	50	42	8	150	12
East Harlem Career Academy	150	50	49	1	12	1
I.S. #117	750	33	67	0	44	6
P.S. 102	533	40	60	0	28	1
Site Totals	4,433	Avg 43.25	54.50	2.25	234	20
Site B (Bronx)						
Theodore Roosevelt	4,600	40	55	5	250	12
I.S. # 84	350	35	62	3	30	3
P.S. # 50	359	42	58	0	22	2
Site Totals	5,309	39	58 1/3	2.67	302	17
Site C (Staten Island)						
New Dorp	2,600	3	3	94	109	8
Egbert J.H.S.	1,250	1	2	97	62	3
P.S. # 38	500	2	8	90	21	1
Site Totals	4,350	2.0	4.33	93.67	192	12
Site D (Brooklyn)						
S. J. Tilden	2,746	61	6	31	190	18
J.H.S.# 285	1,513	79	7	13	75	6
P.S. #244	1,100	90	9	1	44	2
Site Totals	5,359	77.67	7.33	15.0	309	26
Site E (Queens)						
Newtown	5,000	14	42	44	200	13
J.H.S. # 73	2,060	12	33	55	100	4
P.S. #229	1,200	8	8	84	46	2
Site Totals	8,260	11.33	27.67	61	346	19
SCECAMP 5 Site Totals	27,711	Avg (5 Sites) 34.80	Avg (5 Sites) 30.40	Avg (5 Sites) 34.80	1,383	94

MODEL SITES DEVELOPMENT

1975-1976 (One Site)

J. Richman H.S.

Jr. H.S. / Elem. — District 2, Manhattan

1976-1977 (3 Sites)

J. Richman H.S.

Jr. H.S. / Elem. — District 4, Manhattan

New Dorp H.S.

Jr. H.S. 2 / P.S. 38 — District 31, Staten Island

Theodore Roosevelt H.S.

Jr. H.S. / Elem. — District 10, Bronx

1977-1978 (5 Sites)

J. Richman H.S.

East Harlem Career Academy

I.S. 117 / P.S. 102 — District 4

Manhattan

New Dorp H.S.

Jr. H.S. 2 / P.S. 38 — District 31

Staten Island

T. Roosevelt

I.S. 80 / P.S. 50 — District 12

Bronx

Newtown H.S.

Jr. H.S. 73 / P.S. 229 — District 24

Queens

S. Tilden H.S.

Jr. H.S. 285 / P.S. 244 — District 18

Brooklyn

APPENDIX 5

A COMPENDIUM OF CAREER EDUCATION LESSONS

New York City's Model For The
Delivery of Career Education

SYSTEMWIDE CAREER EDUCATION CLUSTER BASED ARTICULATED MODEL PROGRAM

DRAFT

BOARD OF EDUCATION · CITY OF NEW YORK
IRVING ABEER Chancellor
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
MORRIS WEBB Executive Director
CENTER FOR CAREER CCOE AND OCCUPATIONAL EDUCATION
110 Livingston St., Brooklyn, N.Y. 11201
George R. Quarles - Chief Administrator
IMPLEMENTATION UNIT - Juanita O. Ward, Coordinator

VOLUME I: KINDERGARTEN THROUGH GRADE TWO

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NOTE TO THE TEACHER

INTRODUCTION

KINDERGARTEN LESSONS

GRADE ONE LESSONS

GRADE TWO LESSONS

INDEX TO LESSONS BY GRADE, SUBJECT MATTER AND CLUSTER

VOLUME II: GRADE THREE THROUGH GRADE SIX

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GRADE THREE LESSONS

GRADE FOUR LESSONS

GRADE FIVE LESSONS

GRADE SIX LESSONS

EVALUATION

INDEX TO LESSONS BY GRADE, SUBJECT MATTER AND CLUSTER

NOTE TO THE TEACHER

Prior to using the career infused lessons or units contained in this compendium, one should become familiar with the career education approach to teaching. Therefore, it is suggested that the teacher read the introduction carefully. The information contained there is essential in order to make maximum use of the sample lessons and units and to create one's own lessons.

An attempt has been made to eliminate sex-role stereotyping from these sample lessons so that all career opportunities will be explored by all children.

For more detailed information on infusion, occupational clusters, elements and themes, career education activities, etc., the reader is directed to "Implementing Career Education," a teacher's manual published by the Center for Career and Occupational Education.

INTRODUCTION

This compendium was designed to demonstrate how career education principles and techniques might be infused into New York City Board of Education curriculum objectives in planning lessons for every grade level. These curriculum objectives, as outlined in Minimum Teaching Essentials: Scope and Sequence, were used in writing these lessons.

The lesson plan is a vital part of a career education program. The design for infusing career education procedures and techniques is presented in the lesson plan.

The lesson plans have been specifically designed to allow for flexibility and innovation on the part of the classroom teacher. The methodology employed by the teacher should fall within the specific educational needs and interests of the students.

In this compendium, the lesson plans have been arranged by grade level. Within each grade level, there are single career education lesson plans as well as units. Different curriculum areas have been selected at each grade level for the development of the units of study.

A specifically written career education objective has been included in some of the lessons. In most, however, the career education objective can be seen in the learning activities.

Included in each career education lesson plan and in each unit of study are follow-up learning activities and resources suggested for use by the teacher. (These may be used to expand or extend the lessons.) Units and individual lesson plans may also be enriched or modified to meet the specific needs and abilities of the students in each class.

It is the intent of this compendium to demonstrate how career education evolves naturally from the material taught in any curriculum area. There is evidence, based on evaluation and field testing reports, that students' enthusiasm and interest in the subject matter being taught will be enhanced.

A cross referenced index, listing the subject area, career education element and occupational cluster appears at the end of this compendium.

COMPONENTS OF THE CAREER EDUCATION LESSON

Curriculum Infusion: The key to successful career education practices is a process which we call infusion. This means that the teacher, regardless of the subject matter being taught, enriches that course with a career education dimension. This career education dimension consists of career education elements and occupational clusters incorporated into the regular lesson.

Career Education Elements: The most common conceptual framework for career education is structured around eight central components or "elements," which, taken together with eight corresponding "outcomes," give us the most widely used and accepted functional definition of career development.

The elements/outcomes framework sets no limits on the methods, techniques, or devices which should be used in accomplishing career education goals. You will find striking similarities between the career education elements and the traditional components.

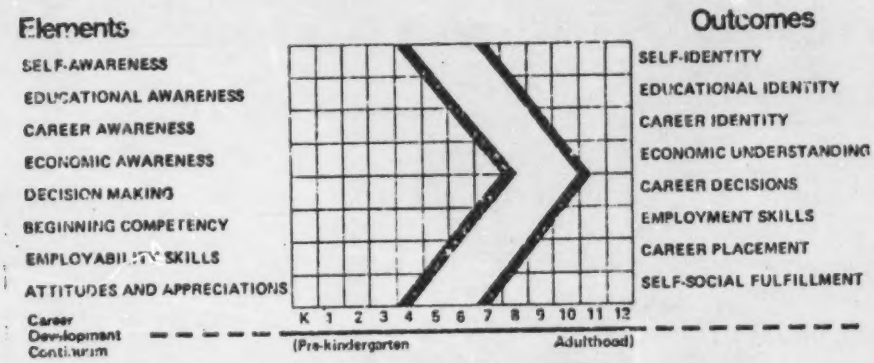
The eight career education elements and their definitions are as follows:

1. Self-Awareness - the knowledge of self that will enable an individual to make career decisions.
2. Educational Awareness - the perception of the relationship of education to one's career and life roles.
3. Career Awareness - the understanding of the characteristics of the World of Work that determines one's life career decisions.
4. Economic Awareness - the relationship of the economic processes in the environment to one's life career decisions.
5. Beginning Competency - awareness and acquisition of the skills necessary to the performance of tasks related to one's career.

6. Employability Skills - the social and communication skills appropriate to career placement.

7. Attitudes and Appreciation - one's feelings towards the social and economic environment in relation to one's life roles.

8. Decision-Making - the skill of applying one's knowledge to a rational process of career choice.



This diagram is the framework for what is now referred to as the Comprehensive Career Education Models (CCEM) matrix.

The Occupational Clusters: In order to help learners approach the monumental task of exploring and experiencing the myriad of occupations which exist, we have turned to a "cluster concept," grouping occupations into convenient categories. This enables one to put the enormous number of possible occupations into a manageable and usable framework. The best known and most widely used framework for grouping occupations is the set of of fifteen occupational clusters identified by the United States Office of Education's Bureau of Adult, Vocational and Technical Education.*

*The information on career education elements and occupational clusters was adapted from: Career Education - An Introduction, 1974, The Career Education Center, Florida State University

The fifteen occupational clusters are as follows:

1. Agri-Business and Natural Resources
2. Business and Office
3. Communications and Media
4. Consumer and Homemaking
5. Construction
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Service
14. Public Service
15. Transportation

How To Do Infusion: In order to infuse, the teacher must consider the following questions:

1. What unit or theme will be taught during the next few weeks?
2. Which occupational cluster would be related to this unit?

3. Of the lessons which will be taught in this unit, which specific lesson aims might be related to some of the career education elements?

4. What sort of learning activities will students be engaged in, both in and out of the classroom, as they do those lessons?

5. How can a career education dimension be added to those activities which relate to any of the elements?

Obviously, it is not possible (and certainly not wise) to try to infuse every lesson with a career education element. Nor should we try to force several elements into a single lesson. The best approach is to try to achieve a balance of the eight elements throughout a unit, using them where they seem appropriate. The following pages will further explain the career education lesson and provide examples for doing career education in the classroom.

CAREER EDUCATION LESSON PLAN FORMAT AND DEFINITIONS

SUBJECT: The particular curriculum area around which the lesson was written such as art, music, math, language arts, social studies, etc.

TITLE OF LESSON: A brief statement denoting content of the lesson.

GRADE LEVEL: This indicates the garde at which the lesson is most developmentally appropriate. It follows the grade levels suggested in Minimum Teaching Essentials: Scope and Sequence.

LENGTH OF LESSON: Suggested amount of time necessary to teach the particular lesson.

OCCUPATIONAL CLUSTER: The organization of jobs and occupations that are related, according to their titles, under a broad category called a cluster.

CAREER EDUCATION ELEMENT AND THEME: Career education goals and the expected behaviors once the goal has been accomplished.

CURRICULUM OBJECTIVE: The specific purpose or aim of the lesson as related to a particular curriculum area as outlined in Minimum Teaching Essentials: Scope and Sequence.

CAREER EDUCATION OBJECTIVE: The specific purpose or aim of the lesson as related to career education, usually evident in the content of the lesson and in the learning activities.

MATERIALS: All of those materials needed to teach the particular lesson, including books, films, art and writing materials.

LEARNING ACTIVITIES: Those educational activities to be conducted by the teacher and engaged in by the student to accomplish the particular objectives of the lesson.

EVALUATION: The methods by which we can determine whether the students have grasped the main idea of the lesson.

FOLLOW-UP: Additional activities the students might engage in which would relate to the same objective. Included all ideas for enrichment and reinforcement of the original career education goal as stated in the particular lesson.

SUBJECT: Art

TITLE OF LESSON: "This Is How I Look When I'm Happy"

GRADE LEVEL: Kindergarten

LENGTH OF LESSON: 25 Minutes

OCCUPATIONAL CLUSTER: Fine Arts & Humanities

CAREER EDUCATION ELEMENT & THEME: Self Awareness.
The student will become aware of his feelings.

CURRICULUM OBJECTIVE: The children will demonstrate their ability to use color to express feelings.

CAREER EDUCATION OBJECTIVE: The student will demonstrate an awareness of how artists express their feelings through the medium of drawing.

MATERIALS: Crayons, paper, pictures of children, a mirror.
Art Teaching Guides: Drawing, K-6 Board Of Education Curriculum Bulletin, Focus on Self Development, Prints, SRA, Chicago
Childhood Study Prints: Moods and Emotions, Crestwood House, Mankato, MIN.

LEARNING ACTIVITIES:

1. Show pictures of children looking happy and sad. Ask the children to make up stories about each.

2. Have the children look at themselves in a mirror as they make a happy face and as they make a sad face.

3. Discuss the colors which say a picture is happy. Discuss the colors which say a picture is sad.

4. Have the children select a crayon and draw a picture of themselves when they are happy and of themselves when they are sad.

5. Ask children to draw a happy picture and a sad picture.

EVALUATION: Did children use bright colors for happy pictures and dark crayons for sad pictures? By looking at the resulting pictures, feelings should be evident.

APPENDIX 6

STAFF DEVELOPMENT WORKSHOPS:
SAMPLE AGENDAS

SAMPLE

30 Hour Staff Development Workshop

NEW DORP HIGH SCHOOL
SCECAMP
STAFF DEVELOPMENT WORKSHOPS

Day 1 — Saturday, October 16, 1976

TIME	TOPIC
9:00 - 9:30	Introduction
9:30 - 10:00	Career Education - What Is It?
10:00 - 11:00	Work Success Chart
11:00 - 11:15	Coffee Break
11:15 - 12:00	Career Factors
12:00 - 1:00	Lunch
1:00 - 2:00	Values and Self Awareness
2:00 - 3:00	Administrative Matters of Great Import (Hours and Pay)

Day 2 — Saturday, October 23, 1976

TIME	TOPIC
9:00 - 10:15	Career Education Themes and Elements Self Awareness and Career Choice Educational Awareness
10:15 - 10:30	Coffee Break
10:30 - 11:45	Career and Economic Awareness
11:45 - 12:30	Decision Making and Career Choice
12:30 - 1:30	Lunch
1:30 - 3:00	Beginning Competencies, Employability Skills and Attitudes and Appreciations Ed Henrion, Teacher, Erasmus Hall H.S.

Day 3 -- Saturday, October 30, 1976

TIME	TOPIC
9:00 - 10:00	Occupational Clusters - What's It About Indusing Career Education - A Lesson Writing Activity
10:00 -11:00	Sharing Group Developed Lessons
11:00 - 11:15	Break
11:15 - 12:00	Behavioral Objectives - A Help for Lesson Planning
12:00 - 1:00	Lunch
1:00 - 2:00	Using Businesses as a Learnd ng Resource The Communication Cluster Infused Lesson Sharing Group Lessons

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Preparation for Day #4:

Bring in snstructional material (book, poster, pamphlet or filmstrip which by omission or commission represents secist or ethnic stereotyping.

Day 4 -- Saturday, November 6, 1976

TIME	TOPIC
9:00 - 10:00	Expanding Career Options Through Eliminating Sex, Ethnic, and Racial Stereotyping
10:00 - 10:45	Awareness exercises and their uses
10:45 - 11:00	Break
11:00 - 12:00	Interest Inventories and their use Alternatives to testing
12:00 - 1:00	Lunch
1:00 - 2:00	The Rec reation and Hospitality Cluster Infusing into the curriculum
2:00 - 3:00	Resource Centers - Where, When, What and How. DOT, OOH, etc.

Day 5 -- Saturday, November 13, 1976

TIME	TOPIC
9:00 - 10:00	Infusing the Fine Arts Cluster into the Curriculum - A group experience
10:00 - 11:00	The Career Education infused lesson plan - An individual exercise
11:00 - 11:15	Break
11:15 - 12:00	Presentation of Le ssons to group
12:00 - 1:00	Lunch
1:00 - 3:00	Program Planning for New Dorp H. S.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
SYSTEMWIDE CAREER EDUCATION ARTICULATED MODEL PROGRAM K-18
DEVELOPMENT AND IMPLEMENTATION UNIT
596-8052

DAVID A. BICKIMER
PROJECT DIRECTOR
D & I UNIT
MICHAEL J. RACANELLI
PROJECT DIRECTOR
SCECAMP

COORDINATORS
MARY GILMORE
KAREN ADERINTO
MAY FISHER

SAMPLE
MINI WORKSHOP

PROPOSED AGENDA - T.R.H.S. TRAINING SESSION ON
November 11, 1976

8:15 - 8:30	Coffee and Doughnuts	
8:30 - 9:00	Introductions and SCECAMP Progress Throughout New York City	Arthur Ravander & SCECAMP Staff
9:00 - 9:30	Open Doors	Frances Low
9:30 - 10:15	SCECAMP Student Guidance Manual	Karen Aderinto
10:15 - 10:30	C O F F E E B R E A K	
10:30 - 11:15	ICE Program	Regina Jones
11:15 - 12:00	SCECAMP Curriculum Matrix A. Materials developed B. SCECAMP Lesson Format	David Norflus
12:00 - 12:30	Bronx Career Counseling Resource Center	Bob Ascher
12:30 - 1:30	T.R.H.S. Curriculum Plan A. School Plan B. Individual proposals	Eileen Stark Barbara Kapin

APPENDIX 7

BOARD OF EDUCATION OF THE CITY OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
SYSTEMWIDE CAREER EDUCATION ARTICULATED MODEL PROGRAM K-18
DEVELOPMENT AND IMPLEMENTATION UNIT
596-8052

DAVID A. BICKIMER
PROJECT DIRECTOR
D & I UNIT
MICHAEL J. RACANELLI
PROJECT DIRECTOR
SCECAMP

COORDINATORS
MARY GILMORE
KAREN ADERINTO
MAY FISHER

MEMORANDUM

TO: Participants in SCECAMP Workshops
FROM: Michael J. Racanelli, Project Director, SCECAMP
RE: Special College Credit options for SCECAMP Workshop Participants

---

Pace University has recognized the enthusiastic response of SCECAMP teachers to Career Education. Pace is as anxious as the classroom teacher to have Career Education become a reality. Accordingly, the University is offering scholarship assistance and the opportunity to receive either undergraduate or graduate credit to the participants in the SCECAMP workshops.

PACE UNIVERSITY ADMISSION REQUIREMENTS

Undergraduate--minimum requirement is a high school diploma in order to register as a nonmatriculated student.

Graduate--proof of baccalaureate degree (College transcript or a photocopy of the degree is acceptable).

COURSE REQUIREMENTS

Undergraduate--3 credits, Graduate-- 3 credits.

Purchase required texts which can be secured at Pace.
Fulfill written requirements which are appropriate for undergraduate or graduate credit.
Attend a registration and orientation session at Pace.
Attend 3 sessions at Pace during the term for the purpose of discussing and submitting assignments.
Attend all workshop sessions.
15 hours of independent study under Ruth Ferguson, Chairman, Elementary Education Department, Pace University.

FEES

EDU 2755 - 3 undergraduate credits. With scholarship assistance from Pace, the tuition and fees are $145.00 complete. Cost without scholarship assistance is $75.00 per credit or $225.00 exclusive of fees. All SCECAMP workshop participants are eligible for scholarship assistance. These credits are applicable towards Board of Education differentials.

EDU 512P - 3 graduate credits. With scholarship assistance from Pace, the tuition and fees are $160.00. Cost without scholarship assistance is $90.00 per credit or $270.00 exclusive of fees. All SCECAMP participants are eligible for scholarship assistance. These credits are applicable towards Board of Education differentials. The course requirements and texts for undergraduate credit and graduate credit will be discussed at an orientation session at Pace University (directly across from City Hall).

FURTHER INFORMATION

Please give your name, address and telephone number to your SCECAMP instructor. You may also telephone Regina Jones, Assistant Coordinator, OCE, DEVELOPMENT AND IMPLEMENTATION UNIT, 596-8052.

OFFICE OF CAREER EDUCATION GEORGE R. QUARLES, CHIEF ADMINISTRATOR VINCENT A. TROIANO, DEPUTY ADMINISTRATOR

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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PROJECT SCECAMP
TRAINING SESSION FOR GUIDANCE COUNSELORS
BRONX COMPREHENSIVE CAREER CAMPUS
1030A SOUTHERN BLVD.
(323-1330)

9:00 - 9:25	Welcome Announcements	Dr. Karen Aderinto
	Orientation to the Bronx Career Campus	Mr. Mel Mungin Ms. Ofelia Sealey
9:25 - 9:40	A Values Clarification Activity for the Bronx Career Campus	Ms. Ofelia Sealey
9:40 - 10:30	Resource Center	Mr. David Kermani
10:30 - 10:45	B R E A K	
10:45 - 11:15	Time Share Computer Guidance Program	Mr. Mel Mungin
11:30 - 12:30	L U N C H	
12:30 - 2:30	Use of Testing in Career Guidance	Dr. Vincent Ciramella
2:30 - 4:30	Values Clarification	Dr. Vincent Ciramella

OFFICE OF CAREER EDUCATION GEORGE R. QUARLES, CHIEF ADMINISTRATOR VINCENT A. TROIANO, DEPUTY ADMINISTRATOR

APPENDIX 8

STATEN ISLAND COURSE PROPOSAL

THE COLLEGE OF STATEN ISLAND

Course Proposal

75.301 Process and Practice of Career Education

3 Credits

This course is designed to examine the major theories of vocational development as well as approaches to career education via an exploration of their own career development and decisions. Students will develop an understanding of the continuous nature of the career development process, the interrelationship of career planning and personal growth, and methods of facilitating career development. The role of teachers, counselors, administrators and industrial managers as career educators will be considered. Students will develop and implement own career plans and in this process master specific course competencies.

1. Student can discuss the major theories of career and vocational development.
2. Student can relate his/her understanding of career development to him/herself and to case studies.
3. Student recognizes and appreciates the multiple factors which can shape the direction of an individual's career development.
4. Student can apply a model of decision-making to the process of making career choices.
5. Student can articulate own values and can relate a value hierarchy to the parameters of a career.
6. Student can discriminate between interests, aptitudes, achievements, an. abilities and is familiar with one method of assessing each.
7. Student can articulate his/her own strengths and accomplishments and can relate them to the world of work.
8. Student appreciates the importance of work in our society and in an individual's life.
9. Student has gained familiarity with the changing world of work and knows how to go about acquiring relevant career information.
10. Student can prepare an effective resume.
11. Student is informed of the career education movement and the roles of counselor and teacher in that movement.
12. Student develops own career plans which are consistent with both his/her self-evaluation and reality factors.
13. Student will write own career biography, presenting a longitudinal view of his/her own career development, reflecting mastery of the aforementioned learnings.

Three vehicles will be employed to assess mastery of the competencies mentioned:

I. A mid-semester examination will focus on measuring competencies 1,2, & 3. Part I: Students will be presented two case studies of individuals' career development and will be asked to analyze the career development of the cases and to explain the relationship between their personal and vocational growth.

Part II: Students will be presented a lesson and will be asked to integrate it into a career education framework and modify the lesson according to the elements of career education.

II. Students will prepare their own resumes, illustrating Competency #4.

III. Mastery of Competencies 5 - 12 will be demonstrated in a final paper. This will be a career biography, presenting a longitudinal view of the student's own career development. Biography should adhere to the following outline:

a) Analyze your own career development according to two of the following theories: Ginzberg, Holland, Roe, Tideman, Super

b) Many factors which influence career development have been presented in class. Select the three which you believe had had the greatest effect on your own career development and explain how they contributed to your vocational maturation.

c) Present a clear summary of your values, stregnths, and interests, based on exercises and test data. Substantiate all statements. How does this picture of your career correlate with the nature of your present job. What other career possibilities are suggested by the picture you present of yourself? Explain.

d) Using a model of decision-making considered in class, examine your most recent career-related decision (e.g., attending college, accepting a job.)

e) What are your present career plans? Explain how they relate to both your self-assessment (item C) and projected employment trend.

f) Using the description of your chosen field presented in the D.O.T., discuss the relationship between a typical employee in your chosen field and the picture you have presented of yourself.

CLASS SCHEDULE

Class meeting:

1. Introduction to career development and vocational theory.
   Major theories of career development and vocational development.
   Creation of career life-line.

2. Overview of factors in career development.
   Understanding factors in own career development.

3. Approaches to developing decision-making skills.
   Lewin's force-field analysis.
   Applying decision-making skills.

4. Value development and clarification.
   Values clarification auction.

5. Videotape of values counseling sessions.
   Using the Hall Occupational Orientation Inventory to elucidate career-related values.

6. Understanding aptitudes, abilities, and achievements.
   Mapping one's own strengths and accomplishments.

7. Strength-bombardment exercise.
   Using the group setting for career counseling.

8. Understanding manifest, expressed, and inventoried interests.
   Simulated counseling experiences using the Kuder Occupational Interest Survey.

9. Role-playing exercise of ideal career.

10. Reconciling the real and the ideal: viewing oneself as a member of the labor force.
    Overcoming obstacles.
    Assessing the job market and future trends.

11. Locating and using career information.
    Becoming familiar with agencies that can facilitate implementation of career goals.

12. Entering or returning to the job market.
    Writing a resume.
    Handling the job

13. Overview of the role of the career educator.
    Videotaped demonstration of the role of the career educator and the counselor-consultant.

14. Assessing self-growth.
    Projected implementation of plans.

15. Presentation and assessment of career biographies.

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IMPLEMENTING CAREER EDUCATION (ICE)

IN-SERVICE COURSES

TOTAL NEW YORK CITY FIGURES

		1974-1975		1975-1976		1976-1977		1977-1978		
	SPRING 1974	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	TOTALS
IN-SERVICE COURSE #	TV405	D430 D431 D461	TV810	TV39	TV815	TV6	TV813	TV13	TV811	-
# OF PARTICIPANTS	146	38	178	139	135	19	118	77	*225	1,050
# OF IN-SERVICE INSTRUCTORS	23	3	26	12	15	1	18	5	23	124
# OF LOCATIONS	16	3	19	10	10	1	12	5	16	90

* An approximated figure. The final number will be available after June 30, 1978.

APPENDIX 9

APPENDIX 10

MATH A PLUS — PERCENT A MUST

A CAREER BOOK FEATURING PROFESSIONS
THAT USE PERCENT

A joint project between students and teachers
at Egbert Junior High School
and

New York City's Model For The
Delivery of Career Education

SYSTEMWIDE CAREER EDUCATION CLUSTER BASED ARTICULATED MODEL PROGRAM

DRAFT

BOARD OF EDUCATION · CITY OF NEW YORK
IRVING ANRER Chancellor

DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
ARNOLD WEBB Executive Director

CENTER FOR CAREER CCOE AND OCCUPATIONAL EDUCATION
110 Livingston St., Brooklyn, N.Y. 11201

George R. Quarles - Chief Administrator
IMPLEMENTATION UNIT - Juanita O. Ward, Coordinator

Math a Plus - Percent a Must

by Career Education Class 7-209

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APPENDIX 11

DRAFT - EXPERIMENTAL VERSION

Student Career Guidance Manual

SYSTEMWIDE
CAREER
EDUCATION
CLUSTER-BASED
ARTICULATED
MODEL
PROGRAM (K thru 18)

Introduction

As indicated in the "Note to Teachers and Students," this manual was prepared by seventh grade students. It represents the cooperative efforts of several of their teachers, each working with the class. It shows how community resources can be used to infuse career education into an academic subject such as mathematics. It further demonstrates how career education evolves naturally from an investigation of the use of percentages. The development of such a project tends to increase a student's enthusiasm and interest in the subject matter being taught.

Math A Plus-Percent A Must is the result of a career infused unit in mathematics. This collection of interviews is a good model for similar projects. The approach can easily be adopted to other levels and subject areas. Especially valuable is the interweaving and combination of study of occupations, (in this case those that are related to mathematics and specifically to percents) with the study of the subject-matter itself.

A chance exists that students will receive a one-sided depiction of an occupation if the person being interviewed is atypical. In replicating this type of "career book," an added precaution would be to try to insure that each occupation studied is represented by at least two different workers, preferably drawn from somewhat different geographic areas, job settings or occupational specialties.

Whatever variations an individual class may attempt, probably the most valuable element in this approach is the active role played by the students themselves in locating the workers, conducting the interview, and writing it up. Additional value and interest can be introduced by tape recording the interview and taking a picture of the worker. The class could thus have a multi-media record of the project which could remain as part of the school's collection of occupational information resources.

SCECAMP Student Guidance Manual

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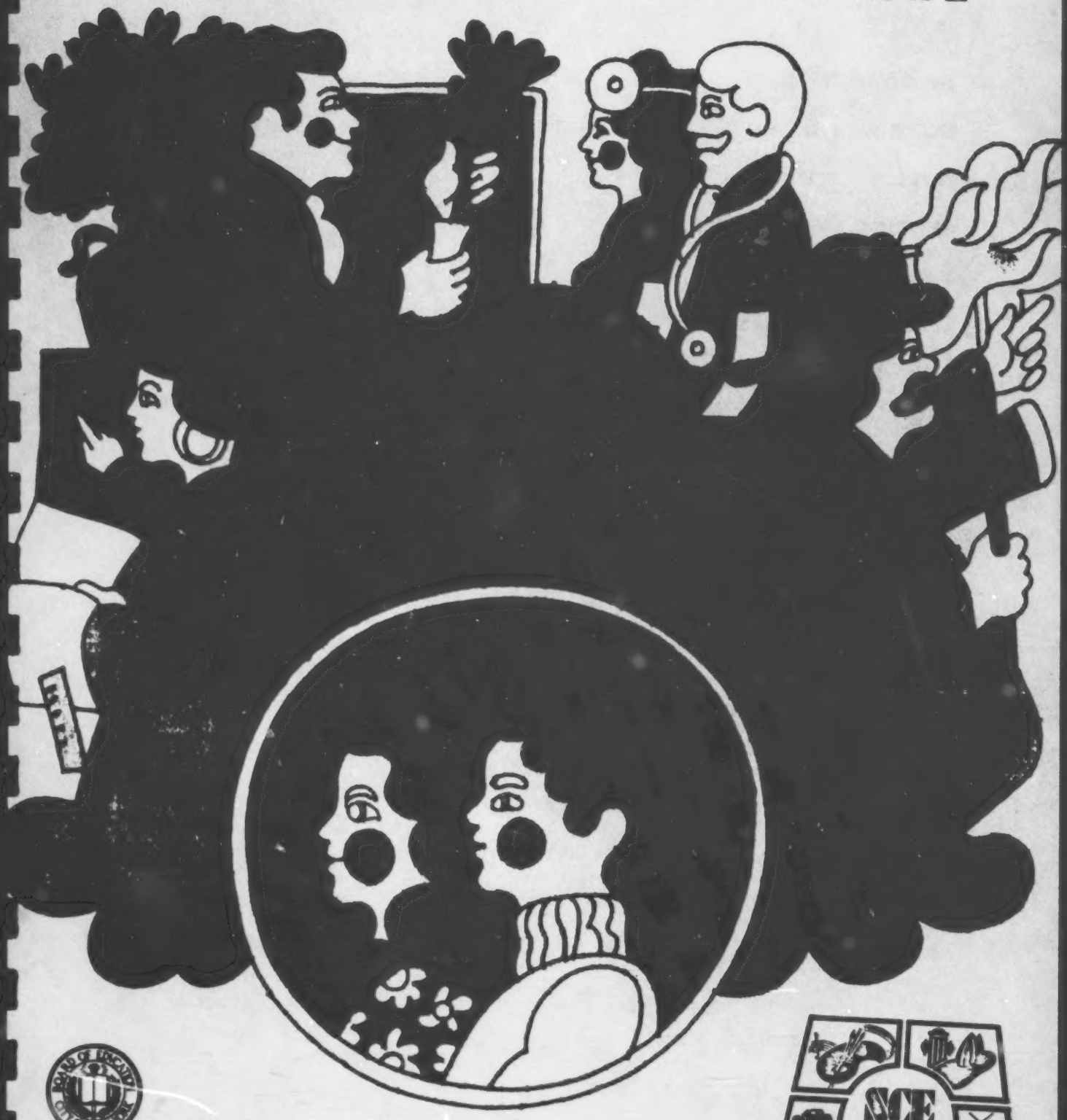
APPENDIX 12

CAREER ACTIVITIES MANUAL



Board of Education of the City of New York
Division of Educational Planning and Support
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION

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5. Values
6. Work Values
7. What I Have Learned About Myself

SECTION II - EDUCATIONAL AWARENESS

SECTION III - CAREER AWARENESS

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SECTION V - DECISION MAKING

SECTION VI - BEGINNING COMPETENCY

SECTION VII - EMPLOYABILITY SKILLS

SECTION VIII - ATTITUDES AND APPRECIATIONS

SECTION IX - MISCELLANEOUS

INTRODUCTION

The purpose of this manual is to guide students in looking at themselves more accurately and at those factors which lead them from the role of student to the role of worker.

The term career has been defined as the sequence of occupations and/or job engaged in or occupied throughout life.[1] It is seldom, today, that one remains in the same position throughout life; but it is likely that decisions made as a student will lay the foundation for a series of work situations as one matures and travels through life.

Career development is the process by which students are exposed to those concepts which will, when sequentially presented as an integral part of the school curricula, prepare them for economic independence, and for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subjects areas at all levels of education.

Specific career development concepts have been organized into eight elements:

Self Awareness	Decision Making
Educational Awareness	Beginning Competency
Career Awareness	Employability Skills
Economic Awareness	Attitudes and Appreciation

These elements were developed at Ohio State University under a federal grant and are known as the Comprehensive Career Education Model or National Model I. Career education then may be seen as all those learning experiences which one has throughout life which reflects the career development concepts.

Hoyt, Kenneth B. "Toward a Definition of Career Education"

A major aim of career education is to create an awareness of the large number of career options which exist for people in our society and to provide adapting mechanisms for the rapid rate of change in the world of work as new jobs develop and as some of the familiar and secure jobs disappear. A significant way of doing this is by utilizing the resources of the community, business - industry - labor, for real life learning experiences.

There are over 35,000 job titles listed in the Dictionary of Occupational Titles. These can be organized into clusters or families. Many jobs are related because of the kind of work which is involved or the kinds of skills needed. The United States Office of Education has identified 15 occupational clusters, each of which includes jobs that are related in some way.

The clustering system increased awareness of career options and helps to classify new jobs which may develop by the time the student is ready to make a career choice.

The 15 U.S.O.E. Occupational Clusters

Health	Marketing & Distribution
Communications & Media	Construction
Hospitality & Recreation	Manufacturing
Agri Business & Natural Resources	Personal Services
Business & Office	Consumer & Homemaking Education
Public Service	Fine Arts & Humanities
Environment	Marine Science
	Transportation

As you proceed in this manual you will discover more information on the elements and clusters within the exercises and in the bibliography.

NOTE TO TEACHERS AND COUNSELORS

The activities presented in this manual are for secondary school students. Activities are presented for each of the eight career development elements. Many are designed to be easily duplicated. This manual has been organized sequentially so that after having completed the activities the student should have increased competency in:

1. good work habits
2. the ability to choose a set of personal work values which foster a desire to work productively
3. the skills of career decision-making, job hunting, and job getting
4. personal skills which will gain entry into the working world and assure a degree of success in remaining there
5. locating an occupation or in furthering their education in a vocation consistent with their career decision
6. integrating work values with personal values, to achieve harmony between work and leisure.

When this manual is used as part of a sequential school wide career education program it should provide motivation for regular classroom activities, and interest the student in seeking more detailed individual career counseling from the counseling center at your school.

One of the best features of career education is that activities are to be infused where they most appropriately fit. It is, therefore, you who can best plan when and how this material is to be used.

These activities are just a sampling of the wealth of materials available to you today.

For further information see the Bibliography, and more specifically, see the manuals developed by the Bureau of Educational and Vocational Guidance: Helping Students in Career Development, The Role of the Counselor, and Blueprint for Career Guidance.

NOTE TO STUDENTS

Some Questions and Answers about Careers

Q. What is the purpose of this manual?

A. To help students learn about themselves and about careers.

Q. Why is that necessary?

A. Most students today, even after they get out of school have very little idea of what job is right for them, or what career to work for. We hope this won't happen.

Q. What things will I learn from this manual?

A. This manual aims to explore with you:

1. SELF AWARENESS:
   To know more about yourself and how you are suitable for various careers.

2. EDUCATIONAL AWARENESS:
   To learn what role education has in helping you achieve your career goals.

3. CAREER AWARENESS:
   To find out about careers that interest you.

4. ECONOMIC AWARENESS:
   To learn about salary, working conditions and benefits of jobs that interest you.

5. DECISION MAKING:
   To get experience in making decisions that bring you closer to your career goals.

6. BEGINNING COMPETENCY AND SKILL AWARENESS:
   To learn what skills are needed for the job, and how to acquire those you don't have.

7. EMPLOYABILITY SKILLS:
To get practice filling out applications, taking interviews, presenting yourself in such a way as to get and keep a job you want.

8. ATTITUDES AND APPRECIATIONS:
To discover what it is about your own attitudes and appreciations that will help make the work you do as fully satisfying as possible.

Q. How many jobs are there to explore?

A. Over 30,000.

Q. How can I explore 30,000 jobs?

A. Career Education and this manual simplify that search by breaking all jobs into job clusters.

Q. What is a job cluster?

A. A job cluster is the many jobs that are related to a specific area of work.

Q. Could you give an example?

A. For example, Education is part of Public Services, one of 15 job clusters. Each school has many people doing different jobs. There are teachers, supervisors, school secretaries, paraprofessionals, attendance teachers, custodial workers, counselors, bus drivers, psychologists, social workers, and many more. Yet Education is one of many areas in the large cluster we call Public Service. You will learn about other Public Service areas.

Q. What are the other 14 clusters, if there are 15 in all?

A. Besides Public Service ther are: HEALTH, TRANSPORTATION, MARINE SCIENCES, FINE ARTS AND HUMANITIES, CONSUMER AND HOMEMAKING EDUCATION, PERSONAL SERVICES, MANUFACTURING, CONSTRUCTION, MARKETING AND DISTRIBUTION, ENVIRONMENT, BUSINESS AND OFFICE, AGRI-BUSINESS AND NATURAL RESOURCES, HOSPITALITY AND RECREATION, AND COMMUNICATIONS AND MEDIA.

Q. How many clusters will this manual work with?

A. This manual will begin to explore five clusters in this manual.

Q. What are the five clusters?

A. The five selected clusters are:

1. BUSINESS AND OFFICE
2. COMMUNICATIONS AND MEDIA
3. FINE ARTS AND HUMANITIES
4. HEALTH
5. PUBLIC SERVICES

Q. How will I get to learn about myself and about the clusters?

A. You can go through this manual page by page. You will learn about your interests, strengths, personality traits, likes, needs, and values. Then you will be introduced to the clusters. Hopefully, you will be able to spot jobs that are especially interesting to you. There will be materials and resources available to you to learn more about those jobs and what you might do to prepare yourself for them.

Q. Is this manual the only career experience I will have?

A. No, in some of your classes, the subjects you study will be related to your career education. There will be discussions and activities that will give these pages more meaning. There are many ways to explore a career and learn more about whether or not it's right for you.

Q. What are some of the ways?

A. 1. Extra curricular activities and clubs.
Many schools have career clubs which provide valuable career experiences. They have speakers, films and go on trips.

2. Libraries and career resource centers.
   Free brochures, filmstrips, posters, occupational kits, career books, and vertical files filled with career information are usually available in libraries and career resource centers.

3. Films and filmstrips.
   Many industries have media which is available free or at low cost rental to the schools. A list of companies that supply these films is supplied with this unit. If visits are difficult to arrange, media may be a good substitute.

4. Interview.
   Interviewing gives you the opportunity to obtain personal impressions about the information you have been gathering.

5. Visits to Work Sites.
   Usually teachers and counselors can arrange for groups of students to make visits.

6. Use of counseling services.
   Your school counselor can provide additional services such as individual guidance and testing.

7. Special school courses and programs.
   Participation in Shared Instruction Program, After School Occupational Skills Program, World of Work classes, Cooperative Education, Enterprise Experience.

Q. What can I look forward to when I have finished my career education?

A. When you are all through, if anyone asks you, "What will you do when you get out of school"?, you will probably be able to given them a clear, proud, definite answer.

SECTION I

SELF-AWARENESS

Self-awareness is the knowledge of self that will help an individual to make career decisions. This career development element incorporates six themes. It is hoped that individuals will develop the ability to:

1. Recognize the relationship of their interest, aptitudes, and achievements to the realization of their career goals.
2. Learn about themself in relation to their culture through understanding and experiencing roles.
3. Understand, accept, and respect their own uniqueness as a result of learning, growth and maturation.
4. Understand and recognize forces such as social, economic, educational, and cultural that influence their development.
5. Recognize that self-knowledge is related to a set or system of values unique to them.
6. Learn to establish, although tentative, personally relevant goals.

This section of the manual provides a series of activities aimed at encouraging students to become more conscious of themselves. It helps them to explore their likes and dislikes, talents, the options they see available to themself, values and behaviors, and the influences of people around them such as peer group, parents, and role models. These factors are directly related to the selection of a potential career. The development of self-awareness is an ongoing process from kindergarten through adulthood. The self-aware individual, therefore, is one who can use the self-knowledge gained in making career decisions.

APPENDIX 13

Implementing Career Education

A STAFF DEVELOPMENT INSTRUCTIONAL GUIDE FOR SCHOOL PERSONNEL

BOARD OF EDUCATION · CITY OF NEW YORK
IRVING ANKER Chancellor
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
ARNOLD BERN Executive Director
CENTER FOR CAREER CCOE AND OCCUPATIONAL EDUCATION
110 Livingston St., Brooklyn, NY 11201
George R. Quarles - Chief Administrator
IMPLEMENTATION UNIT - Juanita O. Ward, Coordinator

IMPLEMENTING CAREER EDUCATION MANUAL

THE SOURCEBOOK

TABLE OF CONTENTS

Chapter	Title
1	What is Career Education?
2	Values Clarification: Personal and Professional
3	Curriculum Infusion: Elements, Themes and Outcomes
4	Occupational Clusters in Career Education
5	The Field Trip and Guest Speaker Guide: Linking with the Business/Labor/Industry Community
6	Attitudes Towards Work in Out Society
7	Career Education and Sex Role Stereotyping
8	Race and Cultural Stereotyping in Work and Education
9	Bi-Lingualism and Cross Cultural Career Education
10	The Role of the Counselor
11	The Future of Career Education
12	Career Education for Special Population: Handicapped, Retarded and Gifted
13	Career Education in the Elementary School
14	Career Education in the Middle and Secondary School
15	The School Career Education Team: Role of the Administrator, Counselor, Library-Media Specialist, etc.
16	Career Education Resource Center: Multi-Media Approaches to Implementation

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION

IMPLEMENTING CAREER EDUCATION

Implementing Career Education (ICE) is an occupational cluster-based multimedia staff development in-service course sponsored by the Center for Career and Occupational Education, Division of Educational Planning and Support, and is currently being implemented in the community school districts and high schools of the Board of Education of the City of New York.

The goal of Implementing Career Education is is provide educational personnel K-12 (teachers, guidance counselors, administrators, librarians, media specialists, and paraprofessionals) with the knowledge of the PROCESS of integrating career education into the curriculum - career education occupational cluster-based curriculum infusion.

The instructional guide consists of the following components:

In-depth exploration and utilization of the fifteen occupational clusters:

-Agri-Business and Natural Resources
-Fine Arts and Humanities
-Environment
-Hospitality and Recreation
-Marine Science
-Manufacturing
-Consumer and Homemaking
-Marketing and Distribution
Health
Communication and Media
Business and Office
Public Service
Construction
Personal Services
Transportation

An in-depth review of the USOE Model I elements/themes and outcomes as they relate to the process of career education occupational cluster-based curriculum infusion.

WHEN

The majority of the in-service sessions are held on Wednesdays. However, some instructors hold it on Mondays, Tuesdays, Thursdays or Fridays, since use of the television series, "A Different Drumbeat", which is aired on Wednesdays, is optional. The hours are 3:30 P.M. to 5:10 P.M. ICE is given both in the fall and spring semester each lasting 15 weeks.

WHERE

The course is given at various sites throughout the City School District of New York (schools, community school district offices, etc.). There is usually at least one given in each of the 32 community school districts. If a participant's community school district doesn't have one, he/she may enroll in another district. Courses are given in individual high schools.

COLLEGE CREDIT

Long Island University, New York University, Pace University, CCNY and Brooklyn College offer graduate and/or undergraduate credit to participants and instructors of ICE. Interested persons must register and pay the appropriate fees. They are also required to attend additional sessions (varying from 3-5) for the purpose of discussing and submitting assignments.

IN-SERVICE CREDIT

Participants and instructors are granted two "D" in-service credits which are applicable towards the mandated Human Relations course, upon successful completion of course requirements.

APPENDIX 14

CAREER DECISIONS

SYSTEMWIDE CAREER EDUCATION CLUSTER BASED ARTICULATED MODEL PROGRAM

DRAFT

BOARD OF EDUCATION · CITY OF NEW YORK
IRVING ANKER Chancellor

DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
ARNOLD TOM Executive Director

CENTER FOR CAREER CCOE AND OCCUPATIONAL EDUCATION
110 Livingston St., Brooklyn, N.Y. 11201

George R. Quarles - Chief Administrator
IMPLEMENTATION UNIT - Juanita O. Ward, Coordinator

Career Decisions is a new course designed to meet the needs and challenges of a modern dynamic society. The course is divided into three, six week units with emphasis on understandings in Careers (Where Am I Going), Psychology (Who Am I) and Human Relations (How Do I Relate to Others). Each unit is organized to maximize your knowledge of careers, self and those around you.

Unit I		Career Orientation
Lessons	1	Organization and Administration
	2	Orientation, Aims, Procedures, Activities and Outcomes
	3	Nature and Significance of Work
	4	Developing a Philosophy of Work
	5	The Employment Picture and Outlook
	6	How is a Career Chosen and What Do we Derive from Working?
	7	Discussion and Exploration of Interests
	8	How are Decisions Arrived at?
	9	Decision Exercised
	10-11	Aptitude Exploration
	12	Aptitude Measurement
	13	Value Awareness
	14	Value Clarification
	15	Self Examination
	16	Job Interview
	17	Help Wanted Ads
	18	Answering an Ad
	19	Resume Writing
	20	Classifying Careers
Lessons	21-22	Researching Careers
	23	Basic Systems
	24	Counseling Services
	25	Expanding Career Choices
	26	Discussion of Future Career Education
	27	Developing a Plan

UNIT II Psychology

The psychology unit of Career Decisions is based upon the text Psychology for Living, (Sorenson, Malm and Forehand). This unit encompasses most of the information for identification of self. The teaching of this unit should encompass maximum pupil participation as each unit applies to the students' daily lives. This unit may be lengthened depending upon the scope and development of the Human Relations unit.

Unit II	Psychology
Lesson 1.	What is Psychology?
2.	Introduction to Human Needs
3-4.	Basic Needs
5-6.	Influence of Needs On Behavior
7.	Introduction to Emotions
8.	Emotional Development
9.	Emotions in Adolescence
10.	Basic Emotional States and Modifications
11.	Intelligence - Stages of Development
12.	Measurement of Intelligence
13.	I.Q. Ranges
14.	Intelligence - The Norm
15.	Personality Measurement and Identification
16-17.	Personality Theories
18.	Personality Development and Judgment
19.	The State of Stress
20.	Frustration
21.	Coping
22.	Conflict
23.	Maladjustment - An Introduction
24.	Psychotic Maladjustment
25.	Neurotic Maladjustment
26.	Personality Problems
27.	Defense Mechanisms
28-29.	The Mature Person

Unit III Human Relations

This portion of the course will be divided into an Ethnic Studies Unit and a series of activities designed to teach students an appreciation for each other. The texts used for the ethnic studies unit are: 5 Ethnic Groups in New York City, The Black Man in American History, A Nation of Immigrants, by John F. Kennedy, and Mastering American History by Groisser. Particular emphasis has been given to the Italian and Black histories as per the decision made on the SCECAMP week end. It was felt that the Human Relations portion should remain open ended with a series of activities to be used at the teacher's discretion.

The activities for the Ethnic Studies Unit center around a series of excellent sound filmstrips located in the library and Career Center.

Library Films

1. Comparative Cultures
2. What is Prejudice?
3. How Immigrants Contributed to Our Culture
4. Minorities Have Made America Great

Career Center

1. Ethnic Studies
2. Problems in Human Relations

Human Relations - Ethnic Studies

Lessons 1. What is Ethnic Study?

2. Group Differences

3-4. The Great Waves of Immigrants

5-8. The Itaiian Experience

9-16. The Black Experience

APPENDIX 15

CAREER EXPLORATION PROGRAM

Myer Levin Junior High School

Written & Developed by the
Teachers of JHS 285 & the
SCECAMP Staff

May, 1978

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4. How Does School Relate to Jobs?
5. Why Do People Work?
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8. Applications and Forms
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10. Career Education Guest Speaker
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12. Introduction to Careers in Marine Science
13. The Changing Roles of Women
14. Post-Test
15. Introduction to the Communications and Media Cluster
16. Career Cluster - Environment

17. Values

18. Decision Making

19. Introduction to the Health Cluster

Bibliography

Audio Visual Materials

A. HOW TO USE THIS BOOKLET

This booklet was devised as an experimental introductory course of study in career education. The curriculum is activity oriented with more than one activity which can be used in each lesson. The teacher therefore, will have an opportunity to choose from a variety of activities under each topic. These activities are designed to be duplicated and distributed to the students. A clear set of instructions under each activity is provided. The student activity sheets also have explicit instructions.

These activities are not meant to be the sole basis for the course of study but rather a motivation for further discussion and exploration of the career education concepts. At the end of the unit there is a listing of additional resource material which can be used by the teacher to more fully explore the topics.

APPENDICES 16,17,18

SPECIAL CURRICULA
DEVELOPED WITH OUTSIDE AGENCIES

IMPLEMENTING ENVIRONMENTAL STUDIES AT JULIA RICHMAN HIGH SCHOOL

BACKGROUND

Julia Richman High School was selected by Project SCECAMP to be a model school for its career education program. They wanted to give the students at Richman "hands on experience" and career education in their courses of study. This year was the second year that SCECAMP was actively working at Julia Richman. After several meetings with the principal, the SCECAMP personnel, the Social Studies Chairman and the Parks Council, plans were worked out for implementing this unit on the environment. Julia Richman High School currently has a students population of approximately 3,200 pupils and they are primarily Black and Puerto Rican in background.

The social studies course that the environment unit was intergrated into is a one year course to 10th grade students. The students were especially selected because they were deficient or weak in their reading and writing skills. Furthermore most of them lacked a thorough knowledge of economics and the environment.

The unit on the environment lasted between two and three weeks. After completing the unit of study on the Industrial Revolution, it was only natural that one begin a new unit on the environment by discussing the consequences of the Industrial Revolution in relationship to the environment.

INTRODUCTION

The approach taken in teaching Environmental Studies for SCECAMP sites was through the use of community resources. The unit will train students in learning

facts and in the ability to develop basic skills both for careers and responsible citizenship.

The unit is especially stimulating because it combines many of the basic skills lacking among students and the career education elements. Some of these skills and elements are:

SKILLS	ELEMENTS
Reading for meaning	Attitudes and appreciations
Following directions	Employability Skills
Expression (Writing)	Economic awareness
Interpretation of data	Beginning competency
Making inferences	Decision making
Oral communications	Career Awareness

The unit was introduced by a pretest on values/skills/environmental data. The student will decide whether he agrees, disagrees, or is uncertain regarding the value. In order to evaluate the unit, the student will take a post-test on the same questions to determine change in views. Other evaluative tools will accompany the lesson on a weekly basis.

Readings and background information will be supplied to the students so that they will make informed decisions. Materials on various viewpoints were represented. A variety of resources accompanied each lesson in an effort to enhance classroom instruction.

The students were exposed to a variety of materials in the field of economics such as graphs, charts and readings. Along side that they were made to see the economic consequences of pollution on the environment as evidenced by the lessons on the Industrial Revolution. The students were brought to understand that someone has to pay for pollution. Value judgements had to be made between which is more important - more jobs for the community or strict enforcement of pollution laws. Furthermore the students listened to the guest speakers, differentiated fact from opinion and then came to their own conclusions regarding the talks. Several students made follow ups on the various guest speakers.

Girl Scout Council of Greater New York, Inc.

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CAREER EDUCATION PROJECT

"THE WORLD OF WORK"

Prepared by:

Donna R. Neusch

THE WORLD OF WORK GIRL SCOUT COUNCIL OF GREATER NEW YORK, INC.

I. BACKGROUND

Career education is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the World of Work; to test this concept against reality and to convert it into a reality, with satisfaction to himself and a benefit to society.

SUPPORT FOR THE CAREER EDUCATION WITH GREATER NEW YORK GIRL SCOUT COUNCIL:

1. From the New York Times; November 9, 1976, about a 70 page report by the National Assessment of Educational Progress (sponsored by the - Federal Office of Education).

THEME: "Lack of knowledge about career opportunities and requirements of specific occupations is widespread among the country's elementary and secondary students." Today's high school students may be overly optimis ic and unrealistic in their career aspirations.

FACTS: - 65% of the country's 17 year olds had not discussed their employment future with a school counselor.
- Only 40% had taken an aptitude test of the kind that provides information of their job interests.
- Only 16% of those taking the test had discussed the results with a counselor.
- 51% were unable to list two or more skills needed in the job they ranked as their top choice.

2. From a recent National Conference on Career Education report:

THEME: "Stronger career education programs are necessary if young people are to have a better understanding of the labor market and to do a better job of assessing their own job potential."

3. In consultation with Western Electric, and utilizing an information retrieval system that they have found valid as a feedback system for their top management across the U.S.A., the Girl Scout Council of Greater New York completed a random survey of its adult and girl membership.

THEME: Three major issues arose from this report and the issue that received top ranking in order of importance reads as follows:
"Broadening career exploration to address youth's transition from school to work and providing guidance to help girls be aware of career options.

II. GIRL SCOUTS AND CAREER EDUCATION

In response to the expressed need by the Girl Scout membership as well as a commitment to meet specific needs of New York City youth, the Girl Scout Council of Greater New York has designed a program in Career Education to be known as "The World of Work" The Board of Directors of the Girl Scout Council of Greater New York endorsed the Career Education program at the February meeting, committing staff time and financial assistance to implement the program.

Career exploration and education has a valid place in the Girl Scout program because our own program objectives (which are identified in the Program Emphasis piece) include:

1. Deepening her awareness of self as a unique person of worth.

2. Developing values to give meaning and direction to her life.

3. Contributing to her society through her own talents and in cooperative efforts with others.

4. Relating to others with increasing skill, maturity, and satisfaction.

MEMBERSHIP IN THE GIRL SCOUT ORGANIZATION

In order for the Girl Scouts to provide this service (Career Education program) to New York City schools, students would need to become registered members of the organization. (Membership dues are $2.00, boys pay a participatory fee which entitles them to the same privileges).
In addition to the opportunity to participate in this course, students would also receive these benefits.

1. Membership in a nationwide organization.

2. Participation in activities and events sponsored by the Girl Scouts. Examples include:

   a. Travel opportunities, there are limited national opportunities to travel. Local events may include a ski trip.

   b. Participation in an interest group, gourmet cooking, tennis and other sports.

   c. Service opportunities, consumer intern, museum intern.

3. Opportunity to go camping at one of our 3 resident camps or various city sites.

4. Opportunities for jobs within our own organization.

III. PURPOSE

The Girl Scout Council of Greater New York has defined the following goals for the "World of Work" Career Education project.

1. To provide a developmental, systematic approach to career education, that will be flexible enough to fit into a variety of programs and schools, in cooperation with the New York City Board of Education and various community resources and agencies.

2. To provide a balance in career education encompassing self assessment and inquiry as well as work or leadership experience so that the student is able to approach the future planfully, rather than reactively.

3. To assist our youth in approaching their own futures by making effective use of their personal and environmental resources.

4. To expose them to the decision - making process in order to provide these necessary "life-tools" of being able to make good decisions.

5. Provide a follow-up program including summer job placement for some participants, for those completing the Girl Scout World of Work program through their membership in the Greater New York Girl Scout Council.

6. Provide a support system for continuation of career exploration through their membership of Girl Scouts the second year.

7. Provide the students with a host of other opportunities and experiences relevent to their development through their membership in the Greater New York Girl Scout Council.

Fiorello H. LaGuardia Community College
The City University of New York
31-11 Thomson Avenue
Long Island City, NY 11101
Telephone: (212) 937-9200

DIVISION OF HUMAN SERVICES

Course Number: HSC 101
Course Title: Orientation to Human Services
Office: Sony 117
Tel. No. 937-9200

Student Course Guide

Catalog Description: Orientation to Human Services

"A general introduction to the human services field. Through classroom discussions, field trips to agencies, projects, and readings, students will become familiar with the major functions of the human services agencies. Students will have the opportunity to learn about the specific human service occupational fields, such as child development and mental health, and will be able to view how services are provided in various settings.

Objectives:

This is the basic introductory course in the Human Services core curriculum. Using the concept of the universality of common human needs as an organizing theme, the course has these objectives:

A) To familiarize the beginning student in Human Services with the structure and functions of a variety of human service agencies.
B) To build the student's knowledge of the methods by which human service agencies attempt to fulfill their functions.
C) To acquaint the students with some of the issues and problems they will encounter as human service workers.
D) To increase the student's awareness of career choices available in human services.

Required Texts

Brill, Naomi: Working with People: The Helping Process - NY J. Lippincott, 1973 (Paperback)
Collins, Alice: The Human Services: Bobbs-Merrill Co.

The New Merriam-Webster Pocket Dictionary: Pocket Books, NY 1970

Additional Readings:

Demone and Harshbarger, A Handbook of Human Service Organizations Behavioral Publications, NY 1974

Schuberg, Baker, Roen, Developments in Human Services, Volume 1 Behavioral Publications, NY 1973

Smith and Zeitz, American Social Welfare Institutions, John Wiley and Sons, Inc. NY 1970

Columbia University Press, Social and Health Agencies of N.Y.C.

Towles, Charlotte. Common Human Needs

Local Newspapers - Daily and Weekend Issues.

Selected Library Assignments

Topics to be Developed

1. Philosphical Base for Human Services (an overview)

   - understanding the human condition
   - understanding life as a dynamic process

2. Human Service Workers (self-awareness)

   - understanding ourselves
   - understanding the role of the worker in human services (professionals, paraprofessionals, volunteers)
   - understanding the meaning of service
   - meeting consumer needs: urban problems; cultural needs.

3. Interdisciplinary Approach to Human Services

   - developing and maintaining communication among educators, health workers, mental health workers, social service workers, youth service agencies, manpower agencies, legal agencies, etc.
   - developing an eclectric approach.

4. Institutionalizing Human Services

   - utilizing social systems theories to understand the institutions man has developed
   - limitations of such systems
   - human services as a social control mechanism
   - political implications

5. Human Service Agencies

Types of settings
Public: Day care centers; Department of Social Services; health and mental health clinics; schools; hospitals; correctional institutions; etc.
Voluntary: social agencies; hospitals; nursery schools; drug rehabilitation centers; etc.
Primary and ancillary services: e.g., social agency services vs. hospital social service.

Interrelationship between Public and Voluntary agency: funding, staffing, services, etc.

Changing roles and functions.

6. Current Issues and Problems in Human Services

- defining the helping relationship
- community control
- "maximum feasible participation" of recipients
- revenue sharing
- the "work ethic" - attitudes and implications for welfare reform, schooling, day care services, etc.
- prison reform (correctional institutions or crime schools)
- community mental health issues
- national health care proposals

APPENDIX 19

WHERE DO WE GO FROM HERE?

A Guide for Selecting
Post High School
Career Education

Board of Education of the City of New York
Division of Educational Planning and Support
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION

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Public Health.....
Medical Office Skills.....
Veterinary Medicine.....

INTRODUCTION

The demands of today's world are varied and complex. Two thousand years ago needs were simple and few and were supplied by family members and village craftsmen. Not so today. Not only is our present society technologically based, but it is predicted that by the year two thousand A.D., there will be jobs that are now non-existant.

It is the responsibility of career/guidance counselors and teachers to keep abreast of the technical and social changes and needs of society and be prepared to inform, advise and encourage those students who seek counsel. An overwhelming amount of information from many and varied sources reaches the desk of the career counselor, so much so that it is an impossible task to keep up. Helping a student choose the proper career and school is a time-consuming and difficult task, and can be frustrating to both student and counselor, especially when certain economic, educational and social criteria must be met.

Counselors must be aware of the dangers of sex-role stereotyping as they assist youngsters in the selection of careers and post-secondary schools. Sex-role stereotyping has proven to be dysfunctional as it condemns women to dead-end, low paying jobs, and as it deprives men of entering fields now closed to them by societal pressure.

This guide has been constructed to assist the student and counselor. It should aid in the selection of post high school institutions with subjects compatable with the six career clusters most popular in the metropolitan New York City public schools today. It will also assist in helping the student match his/her personality to certain job characteristics, thereby eliminating a certain amount of 'searching' for the job one wants to do and also, lessening the fear of choosing and preparing for a career ill-suited to one's personality.

How to Use This Guide

This guide has been organized according to six occupational clusters to assist students in identifying related careers. Time and space would not allow the inclusion of all area schools offering instruction in each occupation, nor were all related occupations in a given cluster included. Rather, a sampling of each cluster group is given, so that the student may grasp the scope of opportunities available within the metropolitan area.

The Occupational Clusters: In order to help learners approach the monumental task of exploring and experiencing the myriad of occupations which exist, we have turned to a "cluster concept," grouping occupations into convenient categories. This enables one to put the enormous number of possible occupations into a manageable and usable framework. The best known and most widely used framework for grouping occupations is the set of fifteen occupational clusters identified by the United States Office of Education's Bureau of Adult, Vocational and Technical Education.

The fifteen occupational clusters are as follows:

1. Agri-Business and Natural Resources
* 2. Business and Office
* 3. Communications and Media
* 4. Consumer and Homemaking
5. Construction
6. Environment
* 7. Fine Arts and Humanities
* 8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Service
*14. Public Service
15. Transportation

*These clusters are included in this guide.

APPENDIX 20

SAMPLE CAREER EDUCATION NEWSLETTERS

NEW DORP HIGH SCHOOL

Abraham Baumel, Principal

Vol. II
No. 3
June, 1978

CAREER EDUCATION NEWSLETTER

A SALUTE TO THE SCECAMP EXPERIENCE

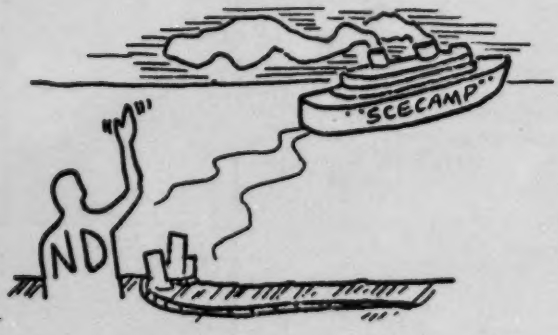
Our two year career education voyage with SCECAMP is coming to an end. The journey has been a combination of a Love Boat cruise and a Fantasy Island adventure with a smattering of the character types of Wonder Woman, Wild Kingdom and Saturday Night Live.

Among those persons without whose drive New Dorp youngsters would not have benefited to the degree they have, is May Fisher, formerly SCECAMP Island Coordinator, but now at the helm as project director. As May pilots the SCECAMP vessel to its final June mooring Judy Berger has ably taken over as Staten Island Coordinator. The enthusiasm of these two women and their genuine concern for what is happening in the growth of high school students is exemplary. May's leadership, organizational prowess and "ability to get things done", is recognized by all. More over we acknowledge with affection and admiration the humanistic manner in which she operates.

Through the design of the project New Dorp received thousands of dollars worth of audio-visual and testing materials, staff training and the ability to hire Roseann Brogna as a full-time career resource specialist and guidance assistant in the Career Planning Center. Roseann has worked in a professional, dedicated and effective manner since her assignment to our school. She has been of immeasureable assistance to staff and students alike.

New Dorp thanks May, Judy, Roseann and others of the SCECAMP staff at Baltic Street who supported our career education and career guidance efforts. We wish them Bon Voyage with new endeavors as the SCECAMP project ends and assure them that their affect on New Dorp High School will long be felt in many positive ways.

John Pitarresi
Guidance Counselor



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ALMANAC 18 IS HERE!

The most recent issue of Almanac 18 has arrived.

If you've ever wondered how does one find the right college or if you've had students with concerns about financial aid then I think you'll find this magazine to be a goldmine of information. Some of the other interesting and informative articles are:

Career Countdown: The Time to Start Planning is Now

Working Out a Career: Practical Experience Pays Off

Who Makes The Ivy League? (Or, How Harvard Gets Its Class)

Real World Q & A: 10 Hassles, 10 Solutions

Opportunities in Health: The Prognosis Looks Good

Enlisting in The Military: Pro's And Con's

The Job Hunt Made Easier

How to Land Those Hard-To-Get Apprenticeships

Wheeling and Dealing: The Art of Buying a Used Car

So, stop by and pick up a copy or ask for a class set, they could make for some interesting class discussion.

THERE'S MORE TO CAREER EDUCATION THAN JUST FINDING A JOB

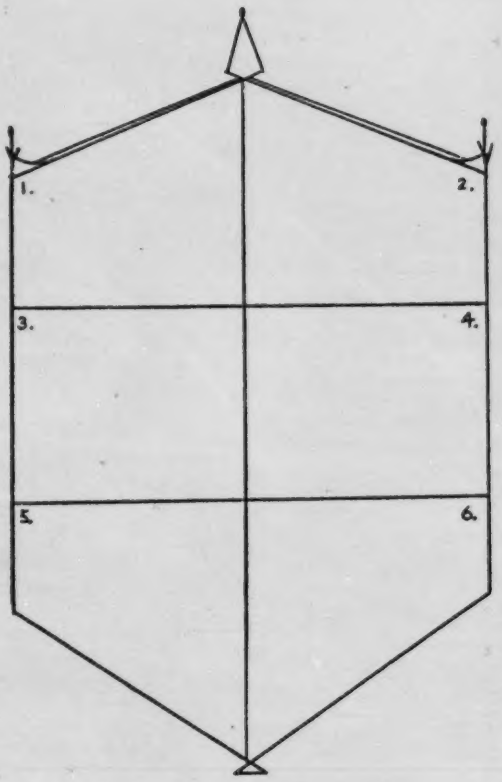
Part of career education is values clarification. Before persons can decide what to do with their lives they must find out what their values and needs are; what is important to them. The following is a values clarification exercise which you may find interesting yourself and that you might like to use with your students.

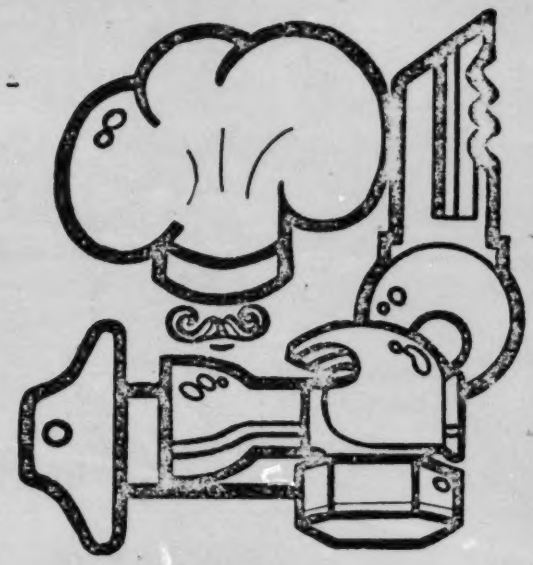
A PERSONAL COAT OF ARMS

1)Draw a picture in box number one to represent something you are good at. Next to it draw a picture to represent something at which you want to become better.
2)In box number two make a picture about one of your values about which you would never budge, one about which you feel very strongly.
3)Draw a picture to show a value by which your family lives, one that everyone in your family agrees is most important.
4)Imagine you could achieve anything you wanted to do and what ever you tried would be a success. What would you strive to do?
5)Write four words which you hope people would say about you.
6)Write your initials in a vertical column or spell your first name backwards in a vertical column, for example: N____
H____
O____
J____

Use these letters as the first letter in a brief word message to yourself.

PERSONAL COAT OF ARMS





WHAT'S NEW?

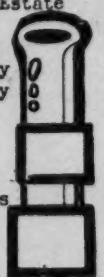
In recent weeks the Career Planning Center has been able to acquire several new career aids. Among them is the most recent addition of the Occupation Outlook Handbook. This includes many pages on the most recent trends in employment and new job titles that have come about in all career fields. We have also gained several new and interesting films. They include two film series put out by Newsweek entitled: Basic Writing Skills For Everyday Life, Earning a Living: A Realistic Guide to Working. Both are excellent resources for helping all job-seekers. The list also includes a filmstrip on Preparing For The Interview and a two-part filmstrip on Automotive Service and Repair occupations.

For the purpose of values exploration we have acquired An Introduction to Values Clarification, Awareness: Insight into People and a kit on helping with the Decision-making Process. Hand in hand with helping students understand themselves is helping them understand others. In line with this idea we have obtained films on Ethnic Heritage: A Living Mosaic, Ethnic Studies: The People of America and Parenting: Fathers, Mothers and Others.

Come in for a preview, I'm sure you'll find them fascinating as well as informative.

Also recently acquired are many 16mm films on occupations in these career fields:

Technician
Sales
Government
Radio and Television
Hotel Business
Clerical Work
Banking careers
Management and Business Administration
Finance, Insurance and Real Estate
The Restaurant Business
Electronics Manufacturing
Textile and Apparel Industry
Industrial Chemical Industry
Aerospace Industry
Professional Careers
Social Science Careers
Natural Sciences Careers
Fishing and Forestry Careers
Agri-Business Opportunity
The Performing Arts



A synopsis of each of these films is available for preview at the Career Planning Center.

Editorial E-line

I'd like to thank everyone at New Dorp for their help and kindnesses during the past year.

I'm very grateful to all of the teachers and members of the administration for their support of our efforts at the Center. It is very refreshing to see a school staffed with so many people who have shown their personal concern for the student as an individual. I have seen this many times throughout the year when teachers and administrators alike have taken the time out to refer their students to the Center for assistance. It is support such as this that has helped us to become a more viable part of the life of New Dorp.

Also, a note of thanks must go to all the students with whom I have had the great pleasure of working. I would like to thank them for all that they have taught me and for sharing with me their interests, their experiences and their aspirations.

Finally, I want to take this opportunity to thank John Pitarresi, Judy Berger and May Fisher for their patience and support this past year. It has been a fortunate experience for me having been able to work with such gifted and dedicated people, from whose example I have gained so very much.

****

TO EVERYONE AT NEW DORP, HAVE A VERY HAPPY AND HEALTHY SUMMER.

Roseann Brogna

****

YOUR FINAL EXAM: A QUIZ ON "INITIAL IMPRESSIONS"

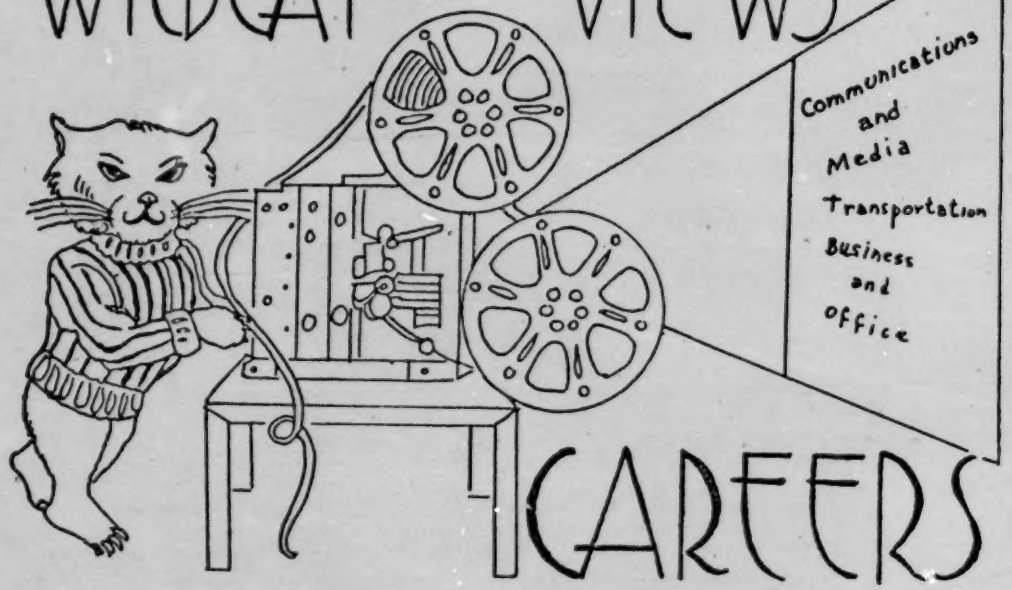
What career implications do these initials have for our New Dorp students?

1) D.O.T.
2) O O H.
3) S.A.T.
4) P S E N
5) F A P
6) B C T
7) B E O G
8) T A P
9) A S V A B
10) SCECAMP
11) P.S.A.T.N.M.S.Q.T.
12) C L E P

bonus item) T G I J

GEORGE L. EGBERT JUNIOR HIGH SCHOOL DAVID L. KRAUS, PRINCIPAL

WILDCAT VIEWS



CAREERS

TO: CAREER EDUCATION STAFF AND STUDENTS
FROM: MARLENE SUPERIOR-NEWSLETTER EDITOR-IN-CHIEF
CAREER EDUCATION NEWSLETTER
Volume II
May, 1978

As our second newsletter goes to press we are looking forward to and back on the career education experiences of this year.

We have traveled to the exciting "Big Apple" and into the calm countryside of upstate New York. We have observed from beneath the earth at Penn Station to the soaring heights of the World Trade Center, our bustling metropolis, streaming with people busily engaged in a myriad variety of careers and occupations.

We have been fortunate enough to glimpse behind the scenes, at technology which has become exceedingly complex and continues progressively onward. We have, in our travels, spied a view of our entrance into the Nuclear Age and the search for new and better forms of energy. Happily we were also very aware of the concerns of industry for the preservation of our natural environment.

During our field trips our career education students have been introduced to the many opportunities that will be available to them in a variety of dynamic and dramatic future careers. They begin to realize that they will be the scientists, technologists and business leaders of the world of tomorrow. With so many new fields opening up to them I'm sure they are looking forward to a bright future.

The newsletter staff and I hope that you will benefit from the newest information presented to you here by the very special efforts of our seventh graders. We hope that you have found this information useful and that you have enjoyed reading our newsletters as much as we have enjoyed preparing them for you.

* * * \

CAREER EDUCATION IN OUR CLASSROOMS

LANGUAGE ARTS - Mrs. Superior

The career education class has been exploring the topic of "Women in Business." We have been observing women on television in order to understand the types of jobs and careers represented. We learned that women are often put in service positions rather than positions of authority. We took a class survey and discussed famous women in business.

In our Transportation cluster we are discussing transportation as it is in a variety of countries around the world. We will explore many forms of transportation through student reports, films and a transportation bulletin board.

MATH - Mrs. Danish

Class 7-1 "bought" stock after visiting the Stock Exchange. With the market doing so well these days, many students in the class are pretty rich! They are also learning how bankers, real estate brokers, waiters and salespeople need to know the mathematics of percent that the class is presently learning.

In class 7-5, 7-10, 7-7 and 7-12 they are learning how to price grocery items by their weights (as cashiers do) and they are also finding out about how discount stores operate.

SOCIAL STUDIES - Mr. Sarlo

In Mr. Sarlo's career education class, we received mimeographed sheets telling us about the different jobs open to people and how to apply yourself so that you enjoy and give as much as you can to the job. One sheet consisted of a list of 14 different things you would probably look for when applying for a job. Some of them were retirement benefits, on-the-job training, company college tuitition aid, liberal vacation policy, better than average pay. Other sheets contained general questions such as:

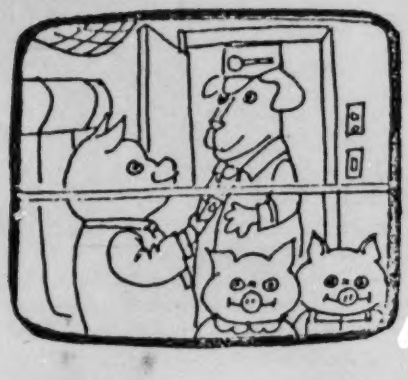
What skills do you need in your job?
What is your job title?
Do you travel in your job?
What sort of people do you work with?

Through these questions we are able to decide upon our future careers.

SCIENCE - Mr. Thom

In Mr. Thom's science class we discussed nuclear energy. At Indian Point this system has been a fact since 1962. In 1956, Con Edison was granted the nation's first permit for a commercial nuclear power plant. By mid-1976, 20 billion kilowatt hours of electricity had been generated at Indian Point, which is enough to supply Washington, D. C. for four years. 16% of all electricity which Con Edison produced was for its New York City and Westchester County customers in 1975. There were three plants built at Indian Point. The original plant built in 1962 had a generating capacity of 257,000 kilowatts. That is too small for today's needs.

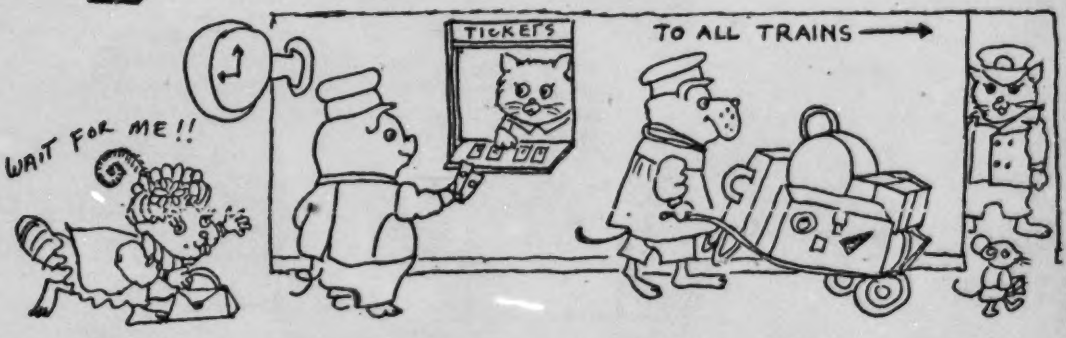
TRANSPORTATION CLUSTER



PENN STATION

When we went to Penn Station, we first went into the waiting room and saw the public address announcer. He is in a glass booth above the room and he changes the departure information and places it on a Solari board. He also announces the departures, the time, the train's destination and the arrivals. Then we saw the baggage department. We saw someone's baggage being checked and tagged. There are Amtrak police around to check if people are doing anything wrong in the station. We then went past the lost and found department.

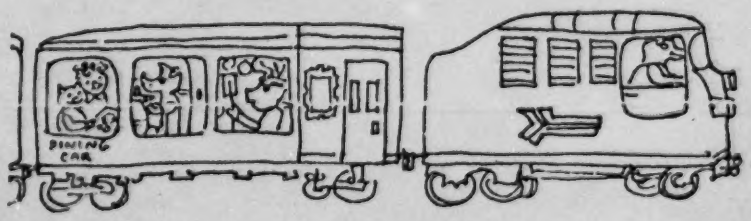
Then we went into a large room where we saw Redcaps carrying baggage. We saw a plainclothesman there. In this room there was a tour service, where you could make reservations for trains and hotels and could rent a car. Towards the back of the room was an information booth where you could find out about rates and schedules and any other information you want to find out about.



We went to the ticket agent. When you give the agent your reservation number and money, she uses a computer to give you your ticket.

Then we went to the reservations department. The reservations agents receive phone calls through earphones, check train schedules and reservation information on computers and give people their reservations through small mouthpieces. Reservation personnel take a four-week training course. They need to know math to figure out rates, geography, how to operate the computers and how to communicate with people.

On our way to the train platform we saw maintenance people working on the tracks and other parts of the station. We also saw ushers who show people where their train is and help them board the train. Station managers wear red coats and hats and supervise the ushers.



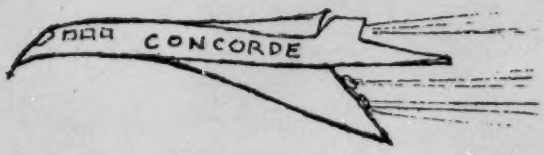
TRANSPORTATION

We saw a Metroliner which goes 100 m.p.h. We went through a club car which is first class and had swivel chairs and food service. Then we saw the coach which has reclining seats. We saw the dining room which has tables and chairs and where meals are served.

The sleeping car has private rooms that have lounge chairs that convert to beds, a sink and a toilet. There is a lounge car which has tables and chairs and where you can sit and relax and have a drink. There is also a cooking car where meals are prepared.

We saw an Amtrak train which had left Washington at 7 a.m. and arrived in New York at 11 a.m. where it changed engineer and fireman. The train would arrive in Boston at 5 p.m. It uses an electric engine as far as New Haven and changes to a diesel for the rest of the way to Boston. The engineer drives the train and the fireman assists him and is aboard for safety reasons. We saw baggage handlers loading and unloading the trains. We saw the stewards on the train straightening up for the next trip.

In 1971 Amtrak took over all passenger service. All of Penn Station is operated by electricity. There are two types of electricity used for the trains, the overhead wire and the third rail. Penn Station has between 500 and 600 employees.



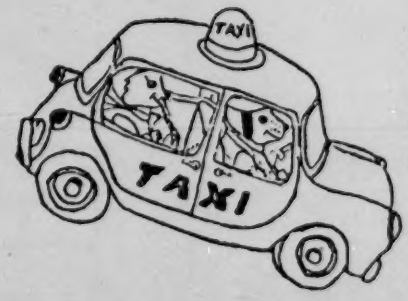
Transportation

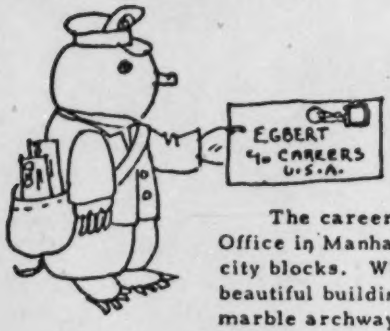
People in the United States use many different kinds of transportation. The most commonly used is the car. It is very unusual for a family not to own at least one car. Pople use the car to get to and from work, to go visiting and to go to the supermarket. Some people, however, use public transportation such as the bus, train and perhaps a taxi. People use these types of transportation everyday.

If you visited foreign countries, you would find means of transportation very different from ours. For example, if you lived in India you might use an elephant to get to and from work. You might even use it while on the job for lifting heavy objects such as logs. If you lived in Arabia you would use the camel as a means of transportation becuase he is adapted to the climate of the desert.

Different people use different types of transportation. It is very important to their lifestyles.

In other countries, therefore, the careers or jobs in transportation would be very different than those in the United States. If you want to be a bus driver in America you may be a rickshaw carrier in China or a camel tender in Arabia. Jobs in transportation therefore are available according to the customs and vehicles of the particular country.





GENERAL POST OFFICE

The career education classes went to the General Post Office in Manhattan. The General Post Office takes up two city blocks. When we entered we found that it was a very beautiful building. The main floor rotunda had beautiful marble archways and a ceiling with complete designs made of plaster and colored in various shades. Meed, McKinnon, White was the architect of the rotunda. In the lobby, there are brass plaques listing the people who died in WW II. The tables and lamps are brass and the floor is made of marble.

We saw guards in different parts of the room and postal clerks were working at the post office windows.

The elevator operator took us to the 2nd floor. As we were walking to the mail rooms we saw secretaries and clerks doing paperwork. We passed the retirement section where clerks check pension records and process papers for people who are retiring. The mandatory retirement age is 7 We also saw many offices and departments including the Classification of Mail Office, the Customer Offices, the Training and Personnel Department, the Labor Relations Office and the Printing Office.

Then we went to the Mail Room where there are Inspectors checking that mail is not tampered with. We learned that trucks pick up mail from the mail boxes and bring it to the post office. It is dumped and brought upstairs by conveyer belt where it is sorted. The mail goes along the belt until it reaches a blower which separates light and heavy mail. The heavy mail gets hand cancelled and the light mail gets machine cancelled.

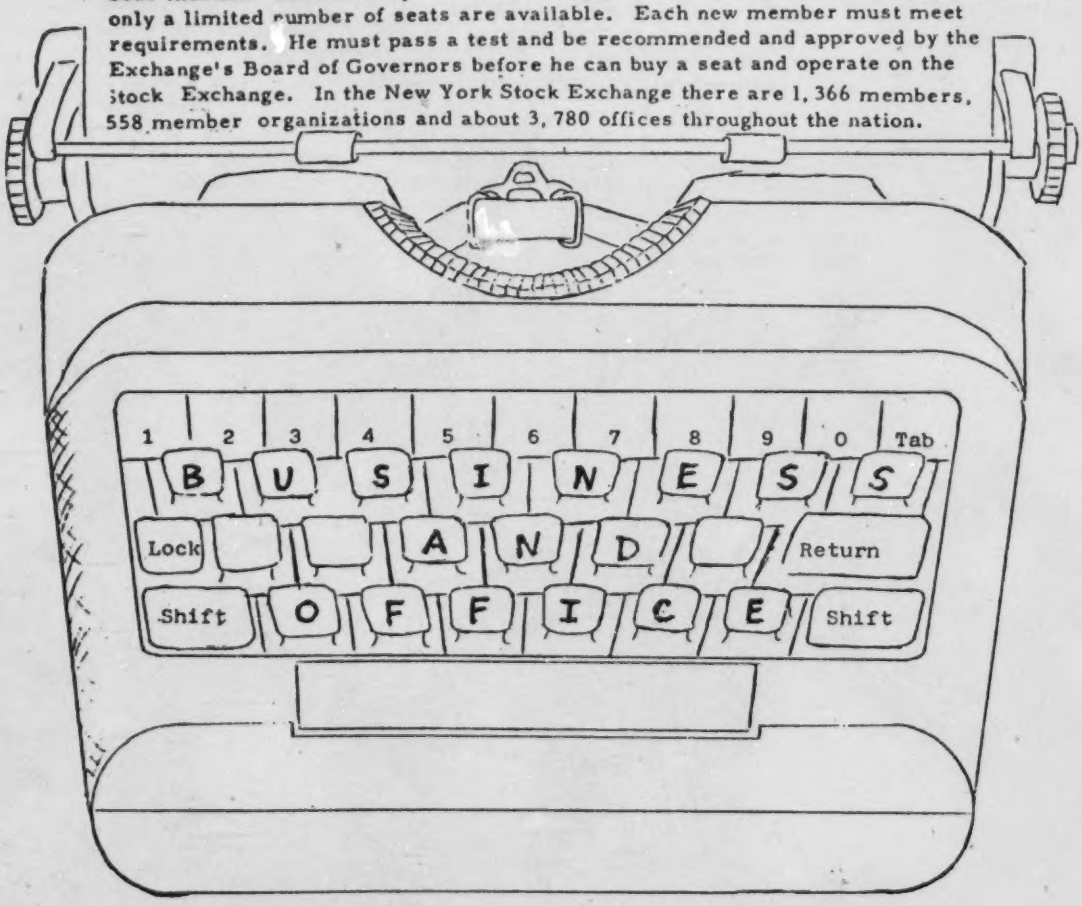
After it is cancelled, key punch operators type the last three numbers of the zip code which causes a computer to send mail into separate bins according to zip code. Mail from each bin is collected and sent to the transportation department. The post office also had computers which do this whole job by themselves so key punch operators will not be needed too much longer and computer technicians will be needed. Air mail, special delivery and packages are cancelled and sorted by hand by postal clerks. The average pay of the postal clerks and carriers is $13,000. You get paid more if you work the machines.

After the mail goes to the transportation department, it is put into bags and taken by truck to the proper post office or airport. At the post office, the mail carrier sorts the mail for his area by street or building and delivers it.

OUR TRIP TO "THE BIG APPLE"

The Career Education classes went on a trip into the "Big Apple." At the Stock Exchange we watched, through a glass window, people in large numbers buying and selling stocks. We found out that the Exchange was created as a central market-place where people buy shares in companies and share in their profits, and sometimes in their losses. Without the Stock Exchange the country would not have developed financially as it did. Today, the Exchange employs 8,000 people.

Specific requirements must be met before a corporation or company can be listed in the New York Stock Exchange. These corporations must have 2,000 stockholders who together must have at least a million shares. These stockholders also must have a yearly earning power of $2\frac{1}{2}$ million dollars before taxes are counted. A person who wishes to buy stock places an order with his or her brokerage house. The broker gets a telephone call or a telegram and relays the order to the firm's partner on the floor of the Stock Exchange. The firm's partner negotiates the sale and then he notifies the brokerage house. Such a transaction may take a couple of minutes. Every year investors trade billions of shares worth hundreds of billions of dollars. Stock prices often reflect the country's economy. If business is good, stock prices tend to rise, called a bull market. If business is bad, stock prices drop, causing a bear market. Memberships in the exchange are worth large sums of money because only a limited number of seats are available. Each new member must meet requirements. He must pass a test and be recommended and approved by the Exchange's Board of Governors before he can buy a seat and operate on the Stock Exchange. In the New York Stock Exchange there are 1,366 members, 558 member organizations and about 3,780 offices throughout the nation.



At the Federal Building, not far away, we saw the stone, or platform, on which George Washington stood while being inaugurated as the first President of the United States of America. There are also many exhibits having to do with our country's history, including the trial of Peter Zenger. The present hall was built in the 1920's. The old building had been the center of government in the late 1700's and early 1800's. It interested us to know that, as you enter the building, the ceiling includes 14 karat gold decorations which are very beautiful. Another thing of interest was the incredible detail work in the construction of the building. Outside is a large statue of George Washington.

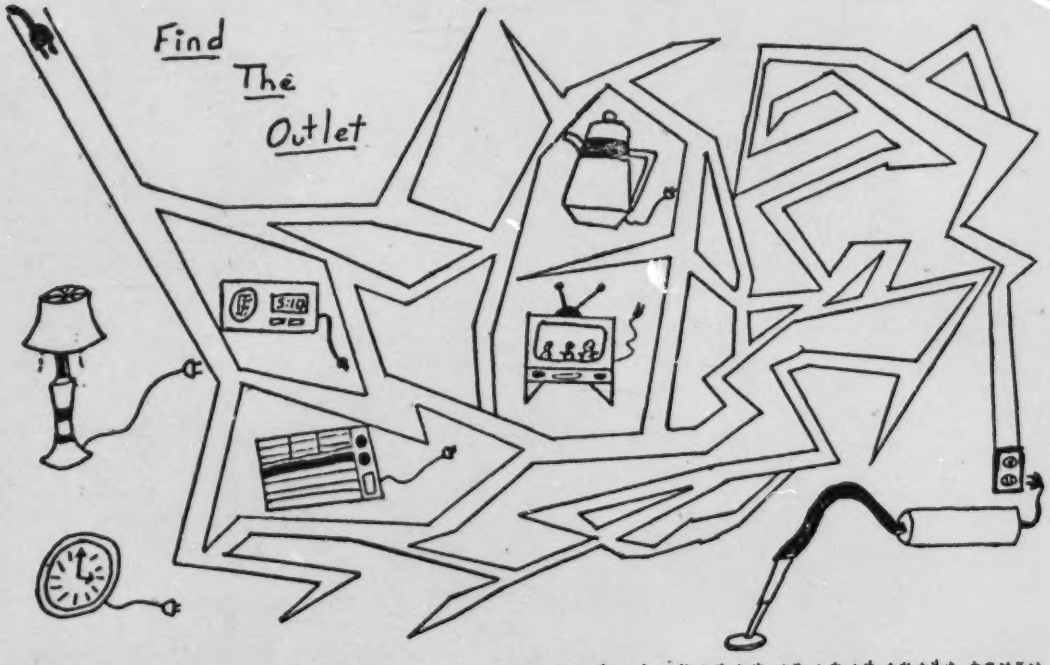
Con Edison

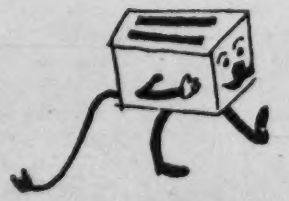
Our trip to the Con Edison Plant in Indian Point, New York was very colorful and interesting. We passed through many quaint towns overlooking the Hudson River.

At the beginning of our tour at Con Ed, we saw through telescopes all the buildings of the plant. There were contemporary sculptures on the lookout deck made of lightbulbs, plugs and wires and a "muscle power" electric generator with which the students lit a 25-watt bulb.

We then went into an exhibit hall where we learned about all forms of energy and where our natural resources come from. We saw a film and heard a lecture about the importance of finding new and clean sources of energy. The concern of everyone is to also preserve our natural environment. Our tour guide also showed us how the nuclear generator worked. She told us that there is an education department which teaches people all the different parts of the plant so if an emergency occurred they would know what to do.

Many fields will be open to the students in the future in the field of nuclear science. Jobs at Con Edison include secretarial, maintenance, educators, computer experts, security force, nuclear physists, chemists, ecologists, electricians. In order to keep up with the new advances in science, new instruction has to be given each year to the scientists and technologists in order that they will be up on the latest information.





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APPENDIX 21

OUTSIDE EVALUATOR'S REPORT

EVALUATION REPORT

Third Year

SYSTEMWIDE CAREER EDUCATION CLUSTER BASED ARTICULATED MODEL PROGRAM (SCECAMP)

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION CONDUCTED UNDER PART D of PUBLIC LAW 90-756

Completed for

CENTER FOR CAREER AND OCCUPATIONAL EDUCATION

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MAY FISHER, Project Director

June 1978

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INTRODUCTION

The four part investigation described in this report was carried out by a team of evaluation consultants whose work was coordinated by the report's senior author.

The procedures undertaken provide evaluative information concerning effects of the Systemwide Career Education Cluster-based Articulated Model Program (SCECAMP) as it completes its final year of operation. The report focuses on a description of this year's SCECAMP activities through the analysis of goals and objectives stated in the work plan. The aims of the evaluation activities were:

1. to describe the role of career education in the school
2. outline the effects of SCECAMP in preparing schools to implement aspects of career education into their ongoing programs
3. to suggest methods and approaches that would lead to permanent institutionalization of career education into the site-schools

The components of this evaluation are listed below:

1. Evaluation of SCECAMP management operations
   - review of objectives
   - examination of management procedures
   - visits to SCECAMP sites
   - interviews with project personnel
   - interviews with NYC's over-all career-ed program administrators
   - review of SCECAMP reports and documents
2. Review of selected SCECAMP published materials
   - comparison with earlier materials
   - use of earlier evaluation recommendations
3. Interviews with teachers, school personnel, site-coordinators; teacher questionnaires
   - assessment of SCECAMP impact from the perspective of involved participants
4. Assessment of SCECAMP impact on students
   - comparison of SCECAMP and non-SCECAMP students' performance on selected sections of the Career Development Inventory

Project Management

SCECAMP management operations were evaluated in the third year through review of objectives, examination of management procedures to reach these objectives, visits to selected sites, interviews with project personnel, interviews with administrators of New York City's over-all career education program, and review of reports and other documents prepared by SCECAMP.

In the middle of the final year of the project, fundamental changes were made in personnel of the project. Michael Racanelli, the previous director, was reassigned in January, 1978, to another project with a higher priority of problems. He was replaced by May Fisher, formerly the site coordinator for the Staten Island Model Site. A new coordinator was brought in to replace Mrs. Fisher on Staten Island, and a second coordinator replaced Jay Bua who was reassigned within the career education office. The guidance position which was vacant was not filled. In addition, reorganization within the Center for Career and Occupational Education (CCOE), SCECAMP's parent bureau, changed lines of communication, so that Mrs. Fisher now reported to the Coordinator of Implementation, Mrs. Juanita Ward, who had not previously related to SCECAMP.

Not only was there a change in the "cast," but there was also a change in the "plot." Both Mrs. Ward and Mrs. Fisher were deeply interested in an operation that would be more field-and service-oriented than previously and less devoted to planning and materials development activities in the central office.

Finally, there were changes as well in the "setting." The SCECAMP staff considered the possibility of not extending the program to a fourth and fifth site as had been initially proposed and discussed this possibility with program monitors in Washington. However, CCOE was eager to meet the conditions of the proposal. Since these sites did not come on stream until

mid-winter, there was little time to develop full-scale activities in them.

The current evaluation is summative in nature. Because the project is terminating this year, attention is directed to management efforts to institutionalize key elements of the program.

Data presented in this evaluation are organized under the following headings:

1. Planning and specification of objectives
2. Decision-making mechanisms
3. Organization for implementation of objectives
4. Achievement of objectives
5. Direction of project activities; relation to site activities
6. Budgeting and control of resources
7. Communication
8. Coordination with other career education efforts
9. Reporting and dissemination
10. Institutionalization
11. Evaluation
12. Recommendations

1. Planning and specification of objectives

The original project proposal undertook accomplishment of 22 objectives organized around six goals. The workplan adopted for 1977-78 adhered to the major goals and specified strategies to achieve objectives organized under these goals. This planning was completed before the changes in personnel; consistent with CCOE administration preferences, project management gave greatest attention to objectives and strategies that were field-and-service oriented. The new project director, in an organized effort to meet project goals by the end of the year, developed a time line for completion of various components organized around the goals of (1) Staff Development, (2) Curriculum, (3) Counseling and Support Services, (4) Community Resources,

(5) Dissemination, and (6) Evaluation. To these she added required CCOE and Government reports, articulation, and completion of a process film requested by CCOE. In addition to this set of time lines, a listing of products with dates for completion was prepared. All these activities are evidence of careful planning in order to meet the requirements and scheduling of the project.

The monthly reports also reflect planning at the site level in which SCECAMP management was involved. This includes planning for staff development in the new sites, organization of a field trip program for the Staten Island Junior High School, coordination with other career education agencies, participation in planning the activities of a career education resource center for the year, helping to plan a resource center in a new site, and planning with community organizations for their participation.

2. Decision-making mechanisms

SCECAMP functions as part of the Center for Career and Occupational Education (CCOE) of the New York City public school system. The project director reports to the Coordinator of Implementation of CCOE who reviews the SCECAMP program. Through this mechanism, SCECAMP was required to meet the initial proposal plan of adding two sites in its last year although the project director was reluctant to do so and the U.S.O.E. monitor was reported as favoring this change in the original plan. In addition, in the middle of the final yearCCOE directed production of a SCECAMP film which would serve as a process manual to other shcool systems wishing to install a similar program. Within SCECAMP, decisions are made by the director working with her staff. There was no evidence of an external advisory group coming from other quarters than CCOE.

At the operating level, there is a site coordinator assigned from SCECAMP staff to work with a high school, intermediate (or junior high), and elementary schools. While the site coordinator may at times assume an initiating role

in developing school programs, for the most part the coordinator acts as a facilitator, responding to ideas developed in the school. Each school has a person designated as the coordinator for that school, and that person works by himself, with a cadre of career education teachers, or with an administrator in developing plans. The school coordinator typically reports to a principal or an assistant principal (in high schools, a department chairman). Requests for materials are addressed to SCECAMP for approval. At school sites there was no evidence of advisory committees that included non-school personnel, although extensive use is made of business and professional people as speakers to classes and as resources in career day programs.

In general, decision-making is confined to the "immediate family." It does not bring in a broader group of faculty and community representatives who could represent a significant force for institutionalization.

3. Organization for implementation of objectives

The Table of Organization for the small central staff lists a number of central project functions as well as assignments as coordinators in the model project sites. One position (guidance coordinator) has been dropped in the past year, leaving the project director and four staff members. One staff member works with two sites, the others with one each. In addition, each staff member bears a specified central office responsibility: preparation of reports, evaluation, curriculum and guidance publications, administration and budget modifications, directing the projection of specific media or print material. As indicated previously, coordinators are expected to give primary emphasis to consultant services in the field. This change in emphasis has elicited highly favorable comments from teachers and principals who welcome thier presence and support.

The site coordinators work with a designated person in each school who has been assigned by the principal or a department chairman. For the most part, the school coordinators have responded to initial orientation by proposing

a set of activities and requests for funds to the site coordinator. Approval from the site coordinator and/or project director is followed with consultant assistance and supply of approved materials.

Elementary and junior high schools may also draw upon persons in community school district offices who have been assigned career education functions. Two sites have enjoyed support of this kind.

No formal organization has been developed to operate on the site level. Services are oriented around individual schools rather than the combination of elementary-intermediate-senior high schools.

4. Achievement of project objectives

4.1. General In the project's final year, start-up activities came into place in all five sites, including a senior high school, a junior high or intermediate school, and an elementary school on each site. Programs in the three high schools participating by the end of the second year were well advanced and could look to institutionalization with some degree of confidence. Two junior high schools and two elementary schools had also made good progress. In the remaining schools, recency of program installation explains rudimentary levels of development although there are signs in some of possible growth and institutionalization.

Involvement of the higher education and non-public school sector has been less successful. A formal relationship for graduate courses offerings for teachers exists at only one university (Pace); a proposal for a graduate program at a second institution did not materialize. An undergraduate proposal at a third college fell victime to the college's fiscal problems. There is no evidence of extension to non-public schools other than participation in Year II of parochial school administration in a workshop on proposal writing.

Efforts to promote articulation among school levels were very limited. In two sites there were single meetings involving administrators of two or three levels. One of these was intended as assistance from an established senior high school program to a beginning junior high school effort. The major articulation efofrt was the act of bringing schools at all three levels on line. Otherwise, articulation among the schools was not accomplished.

4.2 Staff development (Inservice teacher education) SCECAMP had initially conducted staff development through workshops which extended a program of cadre-training previously initiated by ICE (Implementing Career Education). SCECAMP workshops became the basis for ICE manuals, and later ICE workshops were based on these manuals. In the third year, staff development activities broadened to include a large proportion of individual orientation sessions with teachers and administrators as the need for group activities declined. ICE courses were continued for SCECAMP teachers in Manhattan and Staten Island, and ICE courses in other boroughs were open to SCECAMP teachers who wished to enroll. Small group activities were also conducted on one elementary and two intermediate school sites. Included was a SCECAMP mini-workshop for bilingual teachers. SCECAMP personnel also served as consultants in high school department meetings discussing career education. Principals in schools served in this way commented on the usefulness of the workshops, particularly for new teachers. Workshops were addressed to career education as a concept, to lesson plan writing in order to accomplish infusion into the regular curriculum,sexist and racist stereotypes , orientation of assistant principals new to the SCECAMP program, materials available for teacher and student use, and career guidance.

Pace University continued its career education course on the graduate level for teachers. Negotiations for other college courses were frustrated as indicated above. In the third year no programs were reported that could provide "hand-on" occupational experience for teachers.

4.3 Curriculum Development. Consultation, materials development, course construction, distribution of project and externally produced materials, and field testing of new materials were components of curriculum development activities. Visits to schools indicated a high degree of satisfaction with consultant service provided by SCECAMP. In the first two years, SCECAMP stimulated production of hundreds of lesson plans by teachers. These are available in the project files, and several hundred copies of plans were distributed in the course of the year. The project also encouraged a great deal of curriculum writing in participating schools. The Brooklyn intermediate school which is new to the project is a site where two teachers are preparing a large number of "Activity Sheets" for use by teachers in tje 26th teaching period mandated each week and available for group guidance. They are acting on the belief that teachers are reluctant to use lesson plans prepared by others, but they are eager to try out learning activities that are outlined briefly for them. Some units are being prepared for infusion of career elements in the standard curriculum; in other cases, separate career education courses are being developed independent of other offerings. They appear under various names: Careers, Human Relations, World of Work, and Practical Economics; still others seem to have more of a specifically vocational nature: Gardening, Spanish Typewriting, Spanish Stenography. Of special interest is the request of the bilingual coordinator at one school for existing lesson plans in order to adapt and translate them for use in bilingual classes.

SCECAMP continues to carry on its own production program while encouraging local publication efforts. The guidance manual prepared in draft form last year has been revised and pilot tested. an ICE Staff

Training Manual is being completed. A career activities workbook was projected for which the self-awareness unit has been completed. A set of sample lessons at the K-2 and 3-6 levels has also been completed and these have been keyed to the school system's new Scope and Sequence guide, K-6.

SCECAMP also assumes responsibility for distribution of materials--both those which it has sponsored and those available from commercial sources. To accomplish these tasks, it has prepared lists of available materilas, distributes its own materials in response to requests, and provides funds within its budget for purchase of commercial materials. Each of the resource centers that was visited was well stocked with learning kits (filmstrips, audio cassettes and printed materilas), other audio-visuals, printed materials, and tests to identify student interests and aptitudes.

SCECAMP has also made its way into system-wide curriculum guides. The new Scope and Sequence, K-6 published by the Board of Education carries a section on Career Education as an essential learning area. SCECAMP sample lessons have been correlated with this guide.

4.4 Counseling and Support Services . The major guidance activities of the third year of project were continued development of career resource centers, testing and production of a career activities manual (also referred to as a guidance manual and a careers/self awareness manual).

Perhaps the most likely SCECAMP product to have continuing impact after termination of the project is the resource center to be found in most of the sites. Different patterns are found: the self-contained center, the center which is part of the library or adjacent to it, the center which serves also as a classroom for other subjects. Different uses are made: teacher use only, where the center is a repository of materials which the teacher borrows for use with classes; use by teachers

and students for individual research, testing and class sessions as well; use for class sessions only. Different kinds of materials are available: materials for teachers to borrow for use with classes; materials for individual use by students. Different patterns of availability exist: all day, a period or two, by appointment only.

As a result of a differing types of resource center organization and use, certain observations may be made. In general, centers are manned and available in keeping with budgetary capability. Those centers that are open all day or for the greater part of the day are able to do so if they are part of the school library or if they have the services of licenses personnel or paraprofessional funded by SCECAMP. In some cases, principals have been able to commit limited school funds to assist in manning the center. Except where such a commitment is possible, it would seem that the center must be part of a facility, like the library, that has continuing coverage. Second, the most effective centers are those which can be used individually by students as well as by groups, particularly in senior high schools where student schedules permit individual study. Third, some centers maintain card files of students who have made individual visits. Their interests are recorded, and the center is able to reach students when events are scheduled that are of concern to them or when relevant materials come in. If the center is to provide a genuine career counseling service, such files and professional guidance personnel must be available.

An interesting example of shared use of resources was also noted. In both the Staten Island and Brooklyn sites, the proximity of the intermediate (junior high) and senior high schools facilitates use by the lower division school of more sophisticated centers in the senior school. Such use is apparently welcomed in the senior center.

Career interest testing is another widespread activity stimulated by

SCECAMP. The Job-O inventory has been administered in classes and serves as a learning unit for as much as a week. The Kuder Inventory and other tests are available in resource centers and administered to individuals. SECAMP has also cooperated with the Bridge Program (an articulation program which permits junior and senior high school students to take college courses) by administering interest inventories for Bridge.

Most of the schools operate Career Days or Career Fairs. In many cases these events antedated SCECAMP, but the princpals in the schools report that SCECAMP support--basically the time of personnel to make arrangements--has significantly enhanced the programs. In one high school, interesting use was made of 75 students to assist in matching up 4000 students with the 120 speakers who came and who repeated their presentation in three sessions so that each student could learn about three different career fields. Evaluations by speakers, teachers and students were all positive. At the elementary level, the Career Day in one case consisted of a presentation on careers they had studied by fourth and fifth grades to younger children.

A career guidance manual was reviewed in a Year II evaluation. It has been field tested and submitted to the central Division of Educational Planning and Support for a decision on publication. In addition, a simplified version, recommended in the evaluation, is in process of production as a Career Activities Manual.

The Workplan for the year included a number of other "strategies" which exceeded the capabilities of the small staff-promoting the use of After School and Shared Instructional Service occupational training centers; incorporating cooperative work-education experiences in at least one career cluster in each senior high school, establishing a guidance information system in each site, and producing a career exploration workbook,

K-8. These represent desirable goals but yielded priority to other, more achievable objectives. There was also a diminution of staff development with guidance personnel in the third year.

The Workplan also listed among its objectives for supportive services assistance to academically, socio-economically, emotionally and physically handicapped youth so as to increase their employment both in-school and post-high school. Selection of sites assured a socio-economically disadvantaged group in most, but not all, of the schools. In some of the secondary schools, SCECAMP efforts were directed to mini-schools provided for young persons with academic deficiencies. In the Queens and East Harlem (Manhattan) sites there was interest in developing bilingual career education programs to help students with language handicaps. Career infusion and career courses as observed seemed to be adapted to slower learners. There was no evidence of efforts to plan for, or to involve, emotionally or physically handicapped students.

4.5 Leadership training In the last year of project operation, leadership training consisted primarily of individual orientation and consultation--with principals, school coordinators and teachers serving as a cadre in career education. In the Bronx, senior high school SCECAMP participants held an orientation session for school leaders in the junior high school that was just coming on line.

5. Direction of project activities; relation to site activities

The project management sees SCECAMP as a pluralistic enterprise. Within the general goals and objectives of the program, initiative in employing a variety of approaches is encouraged by the central staff. This is reflected in differences with respect to curriculum (whether career education is offered as a distinct course or whether infusion into normal courses is the only mechanism), the pattern and operation

of career resource centers as noted above, and the deployment of personnel. While initiation and a degree of direction were essential in the start-up year, final year emphasis has been on facilitating locally planned activities, with the staff operating as consultants rather than initiators. They have assisted in a cross-fertilization process from one school to another; they have participated in local planning and have made suggestions when invited to visit classes; they have suggested materials for acquisition and use and approved SCECAMP purchases for resource centers and classroom activities; they have assisted in curriculum planning and lesson-plan writing; they have recommended resource persons for class sessions and career days; they have helped organize local staff development programs; they have oriented teachers and administrators on policy and practice in career education.

6. Budgeting and control of resources

Budget is subject to review within the Center for Career and Occupational Education. The project director controls expenditures which include central office operations (personnel, workshops, publications, travel), purchase of materials for each site as well as for distribution from the central office, and allocations to each of the schools. Each high school receives support for one-fifth of a teaching position and funds for hourly compensation of teachers and paraprofessionals for approved tasks. Elementary and junior schools receive hourly allocations only for personnel. All schools are funded for purchase of materials, screened and approved in the central office. In this way, the expertise accumulated by the central staff is used to select the most relevant materials of those requested by teachers. In each school, the principal appears to participate in allocating resources within SCECAMP guidelines, and each principal has expressed his appreciation for the availability of these external funds.

The project director has responsibility for central staff. On taking office in January, the new director made changes in assignments based on evaluation of the strengths and weaknesses of personnel. Although theproject had only six months to run, the director wanted to assure the most effective operation possible.

An important source of free assistance is the faculty of each school. Principals, assistant principals, department chairpersons and teachers give of their time to participate in and to direct the programs. In addition, some principals have been able to assign additional program time or paraprofessional assistance to the project. Some schools also are using library funds to reinforce the resource center. This happens most frequently when the resource center is part of the library.

Only limited use has been made of outside consultants, and that only for quite specific activities that may be on the periphery of the project. Greater use might have been made of outside consultants for the project as a whole in order to secure a broader view of career education and to invite the infusion of new ideas on implementation.

7. Communication

Communication presents problems in a project which is necessarily decentralized and which can operate only through local schools to which the project can have but a consultant relationship. Problems of communication with school principals which arose in Year II seem to have been resolved. On assuming her new role, the project director made immediate contact with all principals, visiting all but a few personally and speaking to the remainder by telephone. No small task in themidst of establishing oneself in a new job, considering that 16 principals were involved! Principals are kept informed of communication between the SCECAMP staff and school coordinators; in some cases they are directly involved.

A second medium of communication is distribution of newsletters. Each site has made a commitment to prepare at least one newsletter for its cooperating schools during the year. The central office has scheduled its own newsletter to report for all sites.

The coordinators themselves serve as communication links. One of their functions has been to distribute lists of materials prepared in the central office that have been found useful in the various sites.

Communication in the central office is maintained through weekly staff meetings of the coordinators. These meetings provide time for sharing information on progress at each site as well as opportunity for staff members to participate in overall project planning and problem solving.

8. Coordination with other career education efforts.

Prior to funding of SCECAMP, New York City already had maintained an extensive career education program and supported an agency, the Center for Career and Occupational Education. to further its efforts. SCECAMP came in with special purposes, and one of its aims was to complement and coordinate other activities rather than duplicate or conflict with them. At the outset, it related to the School Renewal Program of the Economic Development Council and selected some schools where this program was operating. This decision made it possible to share staff and facilities to some extent, and for each program to reinforce the other. The New York State Education Department sponsored inservice courses for teachers under the name, Implementing Career Education (ICE),and the initial SCECAMP workshops became the prototype for later ICE courses. SCECAMP personnel continue to serve as resource persons for these classes, and teachers in SCECAMP schools frequently enroll in the courses. SCECAMP

has taken responsibility for publishing ICE manuals for teachers. A new dissemination network has been funded (ASCEND), and it will be useful in disseminating SCECAMP products and information about SCECAMP.

Within CCOE, a Career Education Field Training Unit has been organized. This unit will draw upon persons from a number of career education projects, both past and present, to provide consultant service in schools in response to requests from individual schools or from school districts. Also within CCOE are programs like the After-School Occupational Skills Program and the Shared Instruction Program which provide career skills after school, or on a shared arrangement with the home school during the school day. Data were not available on the extent of use of these opportunities by SCECAMP students.

Two programs, Bridge and Upward Bound, are intended to narrow the gap between school and employment or between school and college. SCECAP has served as a medium in some cases for counseling students about these opportunities and for assessing their eligibility.

SCECAMP has also facilitated communication with business and public service agencies. It has served as a link between Mt. Sinai Hospital and Medical School and programs in two senior high schools and one intermediate school so that students could get internship experiences in health careers. Similiarly, it brought the Girl Scouts and an intermediate school together for career education purposes. It has joined with ASPIRA, a Puerto Rican community organization, to plan bilingual workshops, and it has helped make numerous contacts with business and professional people who subsequently participated in career day programs.

Finally, SCECAMP has given assistance in writing grant proposals in career education. One result was State support of an extensive

field trip program so that junior high school students on Staten Island could visit a goodly number of occupational sites--an important experience for youngsters living in a suburb-like bedroom community insulated from the world of work.

9. Reporting and dissemination

Monthly progress reports have been filed consistently with CCOE, the "parent" organization; they have been organized around major objectives of the project and have reported activities at the project sites. In addition, schedules have been issued for completion of products. Work was not advanced by the original project administration on the Year II Interim report. New project personnel completed the report in April 1978.

Dissemination and/or institutionalization are products that justify external support of demonstration projects. SCECAMP has produced a large quantity of printed, audio-visual and verbal reports.

Among the printed products completed or scheduled for completion shortly after funding terminates are the ICE Manual, a guide to be used by teachers in Implementing Career Education; a Career Activities Manual, to be used by student as part of career guidance; K-6 career-infused sample lessons, and a process manual to suggest to other school districts how they might replicate the SCECAMP experience.

Audio-visual products include slide-and-tape presentations and motion pictures. Those completed or in process include a slide-and-tape overview of SCECAMP and another on career guidance. The Bronx high school has produced a motion picture with accompanying audio cassette. A motion picture is being completed on a mural project in the East Harlem intermediate school which features the representation of occupations by students under the direction of practicing artists in the community. To cap off its efforts, SCECAMP is producing a motion

picture to accompany the process manual noted above.

As part of the dissemination process, each site agreed to publish one or more newsletters during the last year. In addition, the central office assumed responsibility for a comprehensive newsletter which would collate news of all sites. The site newsletters are more narrowly distributed than publications from the central office, but they have an impact on their own faculties student bodies and the community they serve. They are also likely to reach the whole of their school district and perhaps their borough.

Verbal dissemination has also been accomplished in a variety of ways. The project director has been able to use liaison meetings with CCOE to spread the SCECAMP story within her division for possible city-wide impact. Displays and demonstrations using the slide-and-tape shows were presented to the annual conference of the junior high schools principals' association and at the annual career guidance week program of the Board of Education. Project personnel also made presentations at various local, state and national meetings of guidance personnel.

Some hoped-for dissemination strategies did not materialize; the formation of dissemination committees at each site, borough and city-wide conferences, and the coordination of material fordissemination through SCECAMP sites.

Since dissemination could come most profitably toward the end of the project, it is probable that the change in administration in the middle of the final year diminishes the effort that could be put into dissemination.

10. Institutionalization

The SCECAMP project illustrates an intriguing concept in use of external, temporary funding for development and demonstration. One concept in development is to invest "massive" resources in a small enough location in order to demonstrate what maximum funding might produce. The application of unusual resources that could not possible continue after termination of the project is justified by the unusual costs of start-up, experimentation, evaluation, demonstration and dissemination. It is a principle upon which Teacher Corps, for example operates, infusing as much as $300,000 annually into schools with as few as 20 teachers. A second principle, and the one under which SCECAMP has operated, is to divide a relatively small sum among a large number of sites, encouraging a maximum of local initiative and commitment of additional local interest and resources. This limited amount of external assistance per site results in reducing the effects of "parturition"; after withdrawal of external funds, the difference is not so great as to discourage efforts to maintain programs without the "parental" support. Massive intervention is more likely to produce immediate effects on a larger scale; diffusion of resources on a smaller scale may produce less dramatic change but may offer better promise of continuity. In addition, diffusion makes it possible for the larger number of participating sites to provide psychological support for each other.

Because of operation on the second principal, SCECAMP may leave behind its modest but noteworthy results; continuance of career resource centers, maintenance of career courses and infusion of career guidance, and the availability of some curriculum materials.

All of the schools visited that have developed career resource centers indicate plans to maintain the centers. Budgetary problems in New York City schools will continue to present problems for manning these centers except where they are part of a larger facility such as the school library. Principals, for the most part, express a commitment to finding means to provide at least a minimum of coverage for the centers. In the high schools, SCECAMP provided funds to release a teacher one period a day in order to serve as a coordinator. In some junior high schools principals absorbed within their own resources the relief of teacher-coordinators from home room assignments and other non-teaching assignments. Administrators again indicated their intention to try to continue these practices within their own budgets or by application to the district superintendent (elementary and intermediate schools) or borough superintendent (high schools).

Administrators and teachers were highly positive about consultant, support and materials assistance from the central SCECAMP office. They are hoping such support may continue through CCOE and through the person in the district office designated as the career education coordinator. The director of the implementation unit in CCOE indicates that some support may be available through the career education field units that are being organized and from Project ASCEND, a fund dissemination effort.

Those schools that are now offering careers courses generally do so as part of mini-school curricula addressed to students who are vague as to their career goals or those who are academically underprepared. At the junior high school level these programs are more likely to include all students in a given grade. Many of these courses have been developed through SCECAMP, but they are likely to continue

without external support which was indeed necessary only for initial development of curriculum and materials and teacher training. Infusion efforts may depend upon continuous stimulation if they are to persist since programs in English and Social Studies -- where infusion has been found most often--are subject to pressures for inclusion of current concerns that range all the way from family living to ecology to academic skills. In one high school the ninth grade curriculum in English and Social Studies has been redesigned around career education and self-awareness. This large-scale curriculum revision is likely to be longer lived than changes made by a single teacher without parallel activity and support from colleagues.

Career days and career fairs have been strengthened by SCECAMP input, in some cases by SCECAMP operation. Improved operation of these events is likely to have a lasting effect in having persuaded administrators and teachers of the value of these activities when enough effort is put into them.

SCECAMP has prepared a number of items for publication, some as teacher materials, some as student material. These represent a source of assistance to teachers wishing to maintain career education involvement. A large file of teacher-produced plans exists in the SCECAMP office. It is difficult to envisage continued use of these materials unless a central office is continued or the files are screened and maintained by CCOE or ASCEND. In each school curriculum materials have been prepared, and these may provide a reservoir for teachers to continue to draw upon. Teachers preparing an activities book this year--their first in the project--are hopeful that the activities will be used next year by all seventh grade teachers in a 26th teaching period each week which is required of them.

In short, teachers have been trained, central and local teaching materials have been produced, career resource centers have been organized, leadership has been developed, and teaching activities have been tested. Institutionalization of these elements ought not depend to any large degree on external funding, but coordination and consultation from the City's central career education office could provide a thrust essential to their continuance.

11. Evaluation

External evaluation for the final year of the project was negotiated with Dr. Theodore Abramson of the Center for Advanced Study of Education of the City University of New York. Evaluation activities were planned cooperatively between the SCECAMP staff and the CASE evaluators beginning in March,1978. The same evaluators had been involved in the Year II evaluation. As a result, the evaluators were already familiar with the project, its operations and some of its personnel. Decisions were made with respect to student testing, site visits, interviews with staff and school personnel, evaluation of project products and the management system. The SCECAMP staff made arrangements for interviews, testing and site observations in an effective manner. This report is part of the external evaluation.

Internal evaluation has also been carried on continuously by the project and by school participants. Data have been collected through monthly reports from site coordinators keyed to major objectives to the project. Curriculum and information products have been tested in field situations, and feedback has been utilized to make revisions, some of them quite extensive. Frequent presence of SCECAMP personnel in the schools in the past year facilitated feedback from teachers, coordinators and administrators.

Recommendations from the Year II external evaluation were also put to use. As a result there was substantial restructuring of the career guidance manual, and greater attention was paid to communication with school administrators.

The personal experience of the new project director when she served as a site coordinator was used to refocus staff activities after she took office as director. Greater attention was paid to consultation in the field, a change which elicited a favorable response from all teachers and administrators who were interviewed.

It is evident, therefore, that SCECAMP made careful plans to effect and utilize evaluation, that it maintained a system for gathering data, and that data were analyzed and fed back into the system.

12. Recommendations

Institutionalization

1. Efforts should be made to institutionalize (i.e. reinforce and continue) SCECAMP programs where they have been established, particularly the maintenance of resource centers, the "infusion" of career education elements into specific curricula, and the courses in career exploration.

2. Every effort should be made to incorporate SCECAMP programs and products into new career education projects that are being funded as well as "hard money" operations of the Board of Education.

3. Schools should endeavor to maintain positions for coordinators of career education with whatever allowance is possible from other duties. Current practices--one teaching period in high schools, relief from the official section (homeroom) and building assignments in

junior high schools--provides a pattern to be considered. At the elementary level, no model appears to have emerged.

4. Much wider involvement of faculty in each building is essential if career education is to make a difference. Career education should not be seen as the province of a few teachers only or as a program for academically underprepared students.

Program

5. In most cases availability of resource centers to teachers and students has to be improved in order to facilitate individual student use as well as classroom group instruction. To achieve this, personnel is needed for supervision. The most economical way to assure this supervision is to incorporate centers into the library. If space does not permit location in the library, the separate resource center should have at least part-time service of a paraprofessional.

6. Curriculum infusion depends upon the interest of department chairpersons in high schools and assistant principals in junior high and elementary schools for necessary support and for identification of materials. Stimulation of this interest should be forthcoming from community district office personnel with career education liaison assignments, from curriculum consultants in the office of borough high school superintendents, from the Center for Career and Occupational Education, and from curriculum and in-service education offices at the Board of Education.

7. Separate courses in career exploration and self-awareness parallel the "infusion" process in some schools. These courses should be seen as a viable alternative to the infusion mechanism.

8. Further development is needed at the elementary school level where SCECAMP efforts have been least extensive.

9. Articulation among career education programs in the feeder systems--elementary/intermediate or junior high/senior high school has not taken place to a noticeable degree. This remains unfinished business on the career education and SCECAMP agenda.

10. Efforts should be made to involve teacher education institutions in order to influence teacher preparation programs and graduate curricula for teachers in service. Reports of SCECAMP activities should be sent to these institutions. A conference of deans, department chairpoersons and interested faculty members might assist in implementation of career education programs and their "infusion" into the teacher education curriculum.

Dissemination

11. The process by which SCECAMP programs have been developed should be documented and disseminated throughout the city and to other interested school systems.

12. Materials already produced should be refined and distributed to offices noted in #5 above for further dissemination and use in other schools.

13. Materials that are easily used by teachers not already in the program should be identified and published for wide distribution. One example would be the "activities" book currently in process at JHS 285 Brooklyn.

14. Dissemination and operational efforts could be improved by formation of advisory committees in each school to involve community representatives and faculty in the planning, conduct, extension and evaluation of career education programs.

Persons interviewed

Center for Career and Occupational Education

George Quarles, Director
Juanita Ward, Coordinator of Implementation Unit

SCECAMP Project Office

May Fisher, Director (since January,1978)
Michael Racanelli, Former Director (1975-1977)
Judith Berger
Barbara Green
David Norflus
Arthur Ravander

New Dorp High School*

John Pitarresi, Coordinator

Julia Richman High School

Gerald Carroll, Chairman, Social Studies
Dennis Brennan, Coordinator
Joyce Vedral, Teacher, English

Theodore Roosevelt High School

Phillip Lefton, Principal
Barbara Kapin, Coordinator
Elaine Stark, Teacher, Business Education**

Junior High School 2, Staten Island

David Kraus, Principal
Dennis Sarlo, Coordinator**

Junior High School 285, Brooklyn

Marshall Diamond
Kenneth Glass coordinators
Milton Forrest, Principal

East Harlem Career Academy*

Nellie Jordan, Principal and Coordinator
Intermediate School 84, Bronx*
Lorraine Gossen, Principal and coordinator
Public School 38, Staten Island
Joan Barney, Principal and coordinator
Public School 102, Manhattan*
Dorothy Adasko, Coordinator

*Interviewed by Victor D'Lugin; others interviewed by Milton Gold
**Classroom observation

REVIEW OF SELECTED SCECAMP PUBLISHED MATERIALS

Overview

On the whole, the materials reviewed this year seem to be considerably improved over those reviewed a year ago, in terms of organization, consistency in the use of theoretical frameworks, and quality of editing. Although several of the items reviewed were not yet complete, and some of them obviously were not going to be completed by the end of the project period, there was clear indication that the project staff had developed a model for each and that therefore others can complete the work if they will.

It is also evident that the project staff this year has made good use of suggestions made in the 1977 evaluation. In particular, the Implementing Career Education (ICE) manuals have been completely redone; the four manuals have been collapsed into a single one, and a separate Source Book has been developed to accompany the teacher manual. This change must have taken a great deal of time; in view of the crowded schedule the SCECAMP staff has had during this year, it is especially noteworthy that they took the pains to respond to the evaluator's suggestions.

Curriculum Diffusion vs. Discrete Approach

The materials reviewed fall into two categories--those that are intended to infuse career education concepts, appreciation, and competencies into subject-matter classroom lessons, and those that are intended to be used in special career exploration courses. An example of the former is the "Career Education Lessons, K-2", and of the latter, the "Career Activity Manual." Each has its advantages; diffusion through the regular classroom brings career education into the child's experience much more of the time

during the school year and makes career education an intrinsic part of the total curriculum. However, the diffusion approach demands extra preparation on the part of each teacher and requires both inservice education and continuing supervision.

The discrete approach, on the other hand, has the advantage of a systematic approach to the student's exploration of self, education, and work. It requires that the leader be specially qualified in this area (a guidance counselor with good preparation in the career area would seem to be the ideal leader or at least coordinator of such a program). Beyond that, once the leader is fully qualified, a relative minimum of supervision should be needed.

There is a place for both types of approach in any one school's total program. Obviously both types require careful planning, coordination, and supervision. Ideally, counselors and teachers should work collaboratively on all aspects of a total career education program.

The SCECAMP Objectives

The materials being reviewed here come closest to the following SCECAMP objectives.

Objective 2.1: to develop cluster-based lesson units and mini courses of behaviorally based instruction designed to effect career awareness, exploration, and preparation.

Objective 3.6: to design, develop, field test and disseminate the SCECAMP Student Career Guidance Manual (9-12).

Objective 3.7: to plan, develop, field test and disseminate a Career Exploration Workbook for the K-8 grades.

The materials available for review at this time indicate that all of these objectives have been attained, even though some of the materials had not yet been completely published.

A Compendium of Career Education Lessons, K-2

The introductory pages provide the teacher with an excellent presentation of the purposes of these materials and their use in the classroom. As edited, the materials themselves are clear, consistent in style, and well edited. They should be of great value to classroom teachers both as immediately usable lessons and as models of what teachers can do for themselves.

Math A Plus -- Percent A Must

This collection of interviews conducted by students at Egbert Junior High School, Staten Island, is a fine model for similar projects to be conducted in other schools. Especially valuable is the interweaving and combination of study of occupations (in this case those that are related to mathematics and specifically to percents) with the study of the subject-matter itself.

There is a chance, however, that students will receive a one-sided depiction of an occupation if the person from that occupation who happens to be interviewed is atypical in some way. Therefore, an added precaution would be to try to insure that each occupation studied is represented by at least two different workers, preferably drawn from somewhat different geographic areas or job settings or occupational specialties.

Whatever variations an individual class may attempt, probably the most valuable element in this approach is the active role played by the students themselves in locating the workers, conducting the interview, and writing it up. Additional value and interest could be introduced by tape recording the

interview and taking a picture of the worker. The class could thus have a multi-media record of the project which could remain as part of the school's collection of occupational information resources.

The Source Book

Intended to accompany the ICE Manual for teachers, this collection now becomes almost a textbook and should be of great value to interested teachers and other staff members. If all the chapters are prepared and edited at the quality level of Chapters 1 to 4 which were available for examination, it will be a fine resource work.

Career Education Newsletters

Newsletters from several different schools were examined. They appear to be excellent devices for keeping the school staff and faculty continually aware of the career education area and of activities in that area. It is to be hoped that these newsletters will be continued by the schools after the SCECAMP project ends. One additional suggestion: many parents would benefit by the kind of information found in these newsletters. Would it be possible to distribute the newsletter to all parents or perhaps to a selected list? This would be a good way to keep parents informed of the school's programs and could stimulate some parents to become more active partners in their children's education.

Career Activity Manual

Only Section I, Self-Awareness, was complete at the time of this review. However, even this small sample shows marked improvement over the manual that was seen a year ago. The materials are good and well presented, and the entire approach is now organized around the eight "elements" of career education.

There could be a great deal more by way of group activities, but perhaps these will be included in the teacher manual. One of the major advantages of doing things with a group of peers is the opportunity for interaction, exchange of views, and mutual engagement in trying out roles. Therefore, it is strongly recommended that the final product make major use of group exercises, games, and other activities constantly throughout the various topics of the manual. It is especially valuable to begin each topic with a group activity rather than a didactic presentation or a recitation. The group activities provoke much higher levels of student involvement and motivation and make what follows much more meaningful than otherwise.

There still remains the need for some final editing. For instance, under "A. Interests and Abilities" the third item is in negative form (Controlling my temper is not hard). To answer such an item "Never" involves a double negative, which is much harder for the student to handle. Another example: on the next page item "B" refers to the "always" column of the previous page, but the previous page uses "frequently" rather than "always." A small point but one that could throw the student off at least momentarily.

Career Exploration Course

Developed by the staff of Meyer Levin J. H.S., this represents one of the major objectives of the SCECAMP project--for a participating school to develop its own specific course based on the generic career education materials generated by the central project staff. In this way the course can be geared specifically to the student population and the community served by the individual school.

The lessons themselves and the various materials that accompany them (inventories, tests, lists of important words and abbreviations, etc.) seem well selected from a variety of sources. They should be interesting and useful to students because they involve the student actively.

For the staff members who developed these materials, the instructions are probably sufficient. However, users who were not involved in the development of the course may well need in some lessons more explanation as to how to introduce the lesson, how to lead the discussion, what kinds of reactions may be expected from the students and how to handle them, and where to go next. In some instances brief "lectures" are needed to tell the user something about the content of the particular topic being dealt with, e.g., the relations between school subjects and occupations, why people work, how to use want ads, etc.

The reference list at the end is another good idea, but in this case the items listed seem to be restricted too much to those the developers had immediately available to them. A more complete reference list could probably be prepared with the aid of a specialized career education center or office.

Career Decisions

This is another example of a course that was developed in a participating school, in this case New Dorp High School in Staten Island. Only Unit I was ready at this time, and that in handwritten form and not finally edited. Therefore the evaluation must be tentative.

One major problem, at least as viewed by this reviewer, is that this course seems to be rather didactic or lecture-and-recitation in process, rather than the more "guidance" kind of process that is more typical of such courses. That is, at least as reflected by the outline that was examined, the student seems to play a rather passive role and is being taught subject-matter rather than actively participating in a searching process.

Specifically, the first two lessons are introductions, overviews, and surveys of what lies ahead. It would probably be more valuable to get right into some activity and engage the students actively in doing some of the things the course is intended to accomplish--looking at themselves and their behavior, thinking about their future, interviewing workers, etc.

It is only in Lesson 7 that the students take interest inventories. This kind of activity would probably be of much greater motivational value and would make various discussions more meaningful if done much earlier. Similarly, Lessons 8 and 9 deal with decisions, but seem to talk about decisions first and give the students an experience in decision making only later. The process should be reversed; that might seem less logical but it is far more psychological.

On the topic of aptitudes, again the experience in looking at (actually taking?) some aptitude tests occurs at the end rather than the beginning of the three lessons devoted to this topic. Another caution is regarding the use of the Armed Services Vocational Aptitude Battery. This has the advantage of convenience and no cost, but there has been a great deal of criticism in the measurement field of the tests themselves and the fact that they are used primarily as a recruiting device. It would be wiser to seek other sources for giving students an experience in examining their aptitudes.

The subject of values is treated better than the others, as is that of job seeking. In both cases, there is much more use of exercises and activities for students to engage in.

Lesson 21 on researching careers would be enriched by having the students do individual research through interviewing workers and using occupational libraries.

Finally, the list of materials and activities at the end of the manual would be more useful if these items were built into the lessons at appropriate points.

This much attention has been given to this one course outline because other schools may view it as a model. It may be that the course outline is an inadequate or innaccurate depiction of the course as it actually has been conceived and conducted. But the materials are all we have, and they do not reflect enough of a model for other schools to emulate.

How to Establish and Utilize a Career Resource Center

Prepared by Marilyn Lane of Tilden High School, this is a nice contribution. The only change I would suggest is in the title. This is a description of one school's way of establishing and using a career resource center. The title implies that it is much more comprehensive than that.

Career Decisions

Unit II of this New Dorp High School course syllabus is intended to provide a curriculum for a 6 week course. The topics covered seem reasonable enough. However, the syllabus does not do nearly enough to spell out the process of the course. It merely suggests occasional activities, drawn from one textbook, but does not offer guidance to the instructor as to when and how to use activities.

The concern of this evaluator is that, without attention to process matters, an instructor who is not well versed in psychology and in group

process will make this a traditional lecture-and-recitation course that will be attractive only to students who are interested in psychology as a science. Traditional courses in psychology are given in some high schools around the country but, like other science courses, are of interest to small minorities of students.

I should think that a psychology unit that is part of a career education and career guidance program would take a different approach and would use a wide range of group work techniques, interesting experiments, and activities that aid the student in relating the study of psychology to life experiences, thoughts, and feelings of the student's past and present.

The Film "Hands on"

This brief film depicts students exploring the art field through observation of works of art, visits to artists' studies and, finally, participation in the preparation of a mural under the supervision of two artists. The photography is very good, and the editing interesting and well-paced. The mustic is also very good. I understand that funds are being sought for the addition of a voice-over narration. This is very important, because the film visually does not explain sufficiently what is happening, and, perhaps more important, the film does not explain the career education goals and outcomes of the activities being depicted. In fact, without further explanation, it is all too easy to see this film as vocational instruction in the narrow sense rather than career education in the broad sense. With the addition of a narrative, this film would be an excellent model of an interesting approach to career exploration, and a fine method of dissemination.

Implementing Career Education (ICE) Manuals

The staff this year has acted on this evaluator's recommendation of a year ago regarding the ICE Manuals that are used in teacher courses. One recommendation at that time was to combine the four separate manuals (each one intended for teachers at certain grade levels) into one. A second recommendation was to have a reference source book that is separate from the workbook. The staff has made good progress in both regards and I was able to review drafts of both documents.

The Sourcebook that was examined in 1978 is well along in the editing process and now comprises a convenient textbook on the subject of career education and career guidance that can stand on its own or serve well as a reference for the specific class sessions of the workbook.

The Workbook that was examined is not as far along in editing and still needs considerable work, as the staff is well aware. In fact, several chapters were in the hands of an editor and not available for examination at the time of my visit.

Several recommendations are in order for the further development and refinement of the Workbook. One very important one is that every chapter or class session should begin with an interesting and engaging activity (an exercise, game, or simulation, or a visit or interview outside of the class) for the teachers taking the course. The manual should describe the activity, explain its rationale, and explain also how the trainer should use the experience in order to provide the teachers with appropriate motivation, awareness, and attitudes that will prepare them for the discussion and reading that should follow. This is a psychological approach, as contrasted

with a logical approach wherein reading, lecture, and discussion are presented first. The logical approach is less likely to make a personal, meaningful impact on the teacher/learner. Ideally there should be more than one recommended activity or experience for each session, so that the trainer can choose in terms of the specific group composition, and the trainer's own style.

A second recommendation is that the material for each session should include a list of suggested activities and experiences that the classroom teacher can use with her or his students. These should be described in sufficient detail that the teacher can use them without further instruction; this would require a rationale for each purpose, instructions for use, and suggestions for debriefing, interpreting, and follow-up.

Finally, the Workbook should include many more group activities, both for the teacher training sessions and for the teacher's application in his or her own classes. Here the emphasis is on the values to be derived from the fact that several students are together and can use a group process that will add something to the values derived from each individual's pursuing an experience or activity alone. For example, a student individually can follow, perhaps with the aid of a workbook, an exercise in decision-making. A group that is working as a group on a decision-making exercise or simulation would have the added value of providing interactions, sharing, feedback, competition, cooperation, etc., none of which can be attained by a person working alone. This is not to suggest that there is no place for individual experiences or activities but rather to emphasize the value of groups and therefore the importance of including many group activities throughout the Workbook.

In presenting some of these reactions orally, as a kind of trial balloon, I was glad to learn that Regina Jones has been thinking along these same lines

and intends to develop the Workbook accordingly. In fact she is planning two other developments that seem to be excellent ideas; one is a user's guide for the trainer. The other is to package each module separately so that schools can select and order only what they want when they want it.

Slide-Tape Presentation

This is the presentation that describes in detail the way the program operates for students and follows one student (Tina)through a variety of exploratory experiences.

The basic concept is very good -- letting the counselor and student tell most of their story. Most of the slides are good both in content and technically, though some of the shots are too dark.

For the slides, one recommendation is that more of them should show the contents of what the student is looking at. Too often the photo shows a student looking at something, but it would be more valuable to see the thing the student is looking at -- a page in a book, a card in a file, a scene on a viewer.

Another concern regarding the slides is that not very many of them show student groups in operation, or even counselor-student conferences. This implies that there isn't a great deal of either of this kind of activity and that most of the activities that do go on are individual ones in the library. If that is an accurate reflection of the program, fine, but if not, then a somewhat different emphasis should be shown in the slides.

As to the tape, one frequent problem is that it moves much too fast. In several instances, notably the first few slides, one doesn't have nearly enough time to view the slide. This is especially true of the slide that lists what

"Career Education is." If time is a problem, it might be a better solution to include fewer slides so that each can be displayed long enough. Several of the slides could easily be dispensed with.

The sound on the tape is adequate for the most part, but it is less than adequate in numbers 58 to 63, where Tina talks about the internship program. Also, the slides in that section would be much more interesting if they showed Tina doing something in each scene.

Finally, May Fisher's voice comes across quite well and Tina's pretty well, but the counselor's lines are not read naturally enough. Perhaps it would sound more natural if not fully scripted, as I assume it was.

With these modifications, which require several slides to be replaced and probably a few eliminated, and the tape to be redone, the slide-filmstrip presentation makes a good contribution to explaining the Career Education program to the professional and lay public.

In Conclusion

The Scecamp staff seems to have made a major effort during this year to complete as many of the project materials as possible. Recent work has made excellent progress in shaping the materials into a polished product. It would be a great waste if someone doesn't pick up these various materials in the next year and carry them to completion along the lines that the staff has been working during recent months.

QUESTIONNAIRES

This section of the report describes the reactions and comments of teachers who were attempting to implement career education activities in their schools and classrooms as a result of their exposure to the SCECAMP program. A seventeen item questionnaire was developed by the evaluation staff and distributed to SCECAMP participating teachers. The questionnaires were supplied to SCECAMP project staff who delivered them to the school-based liaison coordinators who in turn distributed them to appropriate school personnel. The completed questionnaires were returned to the evaluators in a similar manner, via the school-based personnel and the SCECAMP office. Based upon past experience, this procedure was used to maximize teacher response rate.

The questionnaire was designed to gather information from program participants in four general areas:

A. background data about personnel;

B. information about the kind and extent of career education activities engaged in by participants;

C. participants' expectations for the next academic year; and

D. participants' assessment of SCECAMP activity.

A copy of the questionnaire is attached to this report as an appendix.

A total of 85 questionnaires were prepared and sent to SCECAMP for distribution. Seventy-three completed questionnaires were returned with approximately half from high school teachers.

School Type	Number of Completed Questionnaires Returned
High School	34
Junior High and Elementary Schools	39
Total	73

A series of questions were designed to provide background information about SCECAMP participating teachers. It was found that high school respondents had an average of 14.7 years of teaching experience with a range running from a low of one year to a high of twenty-eight years. Most of the high school respondents had accumulated a substantial part of their teaching tenure in their present schools. Of the total number of years of teaching experience, an average of 11.1 years were spent in their present school. One teacher did not respond to the item asking total years of experience and one teacher (different than the above) did not indicate years spent teaching at present institution. Eight of the high school respondents were English or reading teachers, the largest single discipline area represented. Some of the other areas reported and the number of teachers in each included: mathematics (2), business subjects (5), social studies (3), science (3) and foreign language (2).

Teachers from the elementary and junior high schools had taught, on an average, for 11 years (ranging from a low of one year to a high of twenty-five years), with 6.1 years of their work experience in their present school. One respondent did not complete the item requesting information about total number of years of teaching experience and two failed to report the number of years at their present school.

A total of twenty-seven teachers (37%) had accumulated all their teaching experience at their present school (16 from the high schools, 11 from the elementary or junior high schools). The extent of experience as teachers for SCECAMP recruited participants has not changed basically in the past year. Last year's evaluation report indicated high school participants reporting an average of 15 years tenure of which 9.6 years were at their present school and elementary-junior high school personnel reporting average figures of 11 years total experience of 6.1 years at their present assignment.

Respondents were asked to indicate the frequency of career education activities they engaged in with or for their classes. The chart on the following page summarizes the data as provided by the teachers. All respondents indicated some career education activity during the past school year. Some activities were slightly more frequent in the elementary or junior schools (going on field trips and listening to tapes or records about jobs and careers) while use of outside guest speakers in the classroom was more common in the high schools. These slight variations would appear to be appropriate student age related differences. One difference, however, among the groups stands out. While 98% of junior high or elementary school teachers reported some career education lesson plan writing, only 59% of the high school personnel report that activity. The changing emphasis of the program may account for this difference.

Teachers were asked to assess student response to the career education activity. All but one of the respondents reported positive student reaction. The table below summarizes teacher responses.

Question #2 In general, how would you rate the response on the part of the students to career education activities?					
	very positive	positive	negative	very negative	no response
High School Teachers	18	16	0	0	0
Elementary - J.H.S. Teachers	17	21	1	0	0
Total	35	37	1	0	0

Question #1 During the past year, how frequently did you or your class.....

Activity	High School Teachers				Elementary & Junior High School Teachers			
	never	sometimes	often	no response	never	sometimes	often	no response
a) participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?	7	15	11	1	5	28	6	0
b) listen to outside speakers explain their jobs or careers?	1	24	8	1	8	23	8	0
c) go on field trips to learn about jobs and the places where people work?	20	10	3	1	12	17	10	0
d) examine tools, machinery or other objects connected with work?	12	15	7	0	12	17	10	0
e) watch films, filmstrips, or slides about work or people at work?	8	10	15	1	5	15	19	0
f) listen to records or tapes about work or people at work?	15	9	9	1	8	15	15	1
g) read printed materials on careers or work?	0	16	17	1	2	14	23	0
h) write about careers and work?	5	14	14	1	5	21	13	0
i) discuss jobs and the places in which people work?	1	12	21	0	0	12	26	1
j) write career education lesson plans for your class?	14	15	14	1	2	22	15	0

Two major thrusts of this year's career education effort by SCECAMP's project staff were the establishment of career resource centers in nearly all schools, and the recruitment of a member of the school staff to serve as an on-site career education coordinator (also referred to as school liaison). Participants were asked to assess the degree of assistance received from these resources in preparing career education activity. The chart below summarizes their responses. It would appear from the self reporting of teachers that these two processes were viewed positively by participants. A substantial number of the no responses to the resource center question may be from teachers in schools without resource centers. Due to the method of questionnaire distribution described above, and the anonymity of completed questionnaires, it was not possible to match specific questionnaires to specific schools.

Teacher Reaction to Resource Center and School-Based Coordinators

	very helpful	somewhat helpful	not helpful	no response
High School Teachers				
A. Helpfulness of Resource Center	23	9	0	2
B. Helpfulness of School-Based Coordinator	26	7	0	1
Elementary - J.H.S. Teachers				
A. Helpfulness of Resource Center	21	14	0	4
B. Helpfulness of School-Based Coordinator	25	11	0	3
Totals:				
A. Helpfulness of Resource Center	44	23	0	6
B. Helpfulness of School-Based Coordinator	51	18	0	4

Teachers were asked what kinds of career education activities they expected to be involved in next year. The item was structured as an open ended question with participants writing in their answers. Five high school teachers and three elementary-junior high school teachers did not respond to the item. Only two respondents (both in the elementary - J.H.S. group) wrote in "none." All other respondents (N=63) indicated some form of activity. The most commonly mentioned involvement was classroom activity, with additional field trips being the second most mentioned activity. The table below indicates the most common responses (totals are greater than 63 since multiple responses were not only possible but turned out to be the norm).

Expected Activity, 1978-79		
Involvement Next Year	Frequency - High School Teachers	Frequency - Elementary JHS Teachers
Classroom Activity	21	19
Gathering New Materials	3	3
Preparing a Careers Newsletter	0	2
Field Trips	9	11
Holding a Speakers or Career Day	9	8
Use of Audio-Visual Material	3	5
Teaching a Special Career Course	5	2
Involved In Some Extra Curr. Activity	4	3
Vocational Testing	2	0
Teacher Training	1	0
Speakers in Classroom	6	2

The final items on the teacher questionnaire asked participants to summarize their reaction to this year's career education effort indicating, in an open ended structure, what they perceived as the programs major strengths and weaknesses. A large number of no responses were tabulated, (for the strengths item, 7 JHS - elementary and 7 high school; and for the weaknesses, 12 JHS - elementary and 9 high school). Most of those who did respond gave multiple comments.

Junior high and elementary school teachers listed as the major weakness of the program there being too short a period of time to accomplish all they wished (N=10). These comments usually included a statement indicating that program activity started too late in the year. A second major concern of this group was the need for more materials (N=7) followed closely by the need for an on-site coordinator or more time for the on-site coordinator (N=6). Other weaknesses mentioned (with N of greater than 1 but less than 5) were the need for more after-school activity, more hardware, more professional direction to the career education effort, greater interface with other New York City career programs, more publicity and two respondents indicated logistic problems in organizing field trips.

The major weakness presented by the high school group was the need for more materials (N=8) followed by a similar concern, the need for more money to purchase material or equipment (N=5). Three respondents wrote about the need for more time. Other items mentioned by the high school group included the need for greater program interface with other career education projects, more time for the on-site coordinator, more publicity and better ways to motivate student interest.

High school personnel listed three main areas as strengths of the program. The establishment of on-site resource centers was mentioned by ten respondents. Nine teachers believed that the materials provided the school (teacher, classroom, and individual student materials) were a major program asset. Nine teachers complimented the organizational and managerial skills of the SCECAMP staff and eight teachers complimented them on their knowledge of career education.

The implementation of a Career or Speakers Day was listed (N=5) as was positive student response (N=5). Other items mentioned by this group included: implementation of special courses in career guidance, establishment of cooperative relations with community based agencies, student testing programs, and school administrative support.

The junior high and elementary school teachers felt that the materials provided (N=10) and student responsiveness (N=9) were major program strengths. These were followed by listings complimenting the SCECAMP staff for their knowledge (N=3) and management ability (N=6). Also mentioned by this group were: field trips, direct teacher involvement and control of the program, Career Fairs and use of resource centers.

Teachers generally reported a strong positive reaction to SCECAMP and its programmatic effort. The direct supply of career education materials with direct involvement of professional coordinators, including on-site assistance, were the major program strengths as reported by participants. This conclusion is reinforced by participants' statements of weaknesses which generally called for more materials and the placement of a permanent on-site career professional.

SCHOOL-BASED LIAISON INTERVIEWS

The school-based liaison or coordinator was contacted by the evaluation staff to gather their perceptions as to SCECAMP activity during this academic year. Of the sixteen school sites, it was determined by discussion with SCECAMP personnel that nine schools should be visited for the purpose of interviewing the liaison. The remaining seven schools could be contacted and interviewed by phone. The nine school visits were completed. The phone interviews were more difficult to arrange because of the schedule conflicts of teachers and evaluators. One telephone interview was completed. The remaining six schools were contacted by mail and three responded to questions about SCECAMP. Therefore, of the total of sixteen possible interviews with liaison personnel, thirteen were conducted (9 in person, 1 by phone and 3 by mail). Of the three not completed, one was from each school level (elementary school, junior high school, and high school).

Information gathered from the school-based coordinators substantially paralleled the information reported above from teachers. The coordinators believed that the major career education activities included in-class infusions, field trips and career days. Many respondents spoke of the importance of hands-on activity for students and the opportunity provided by SCECAMP for this type of experience to take place. Major emphasis was given to the resource center in the school. One school, a high school, documented that the resource center had served over 1300 students individually and 19 classes of students. School data indicated that approximately 50% of the students came to the center for interest inventory testing and 25% each for career or college counselling. One school reported writing a series of career education activities for teachers to infuse into their lesson plans and intends to publish the material for school-wide distribution. Various field trips were reported, with one junior high school going on twenty such outings all associated with one of the five career clusters the school is working in.

The major program assets were described as the resource center, SCECAMP professional input and the on-site coordination. SCECAMP was credited with having provided on-site training and individual education for teachers, funds for materials acquisition and continual "emotional support and encouragement." Generally, SCECAMP was viewed as being refreshingly unique for Board of Education projects because of their willingness to come out to the schools and work directly with teachers and administrators. Representative comments about the value of SCECAMP activity include: "Whole concept (career education) would be unknown here without SCECAMP," "Helpful," "Support was invaluable," "Tremendous."

Many coordinators believed that although they would continue next year in improving the scope and quality of delivery of career education to students, without the ongoing involvement of an on-site coordinator, things would be difficult. Four schools specifically recommended a full time coordinator be provided to the school, the majority of the remaining schools stated the need for some form of coordinator being available. Plans for next year included dissemination of the program to more students in the school, increasing the number of cooperative arrangements with private business and community agencies for speakers, materials and student internships, and more field trips with hands-on experience.

In assessing this year's activity, most coordinators spoke of the need for either more time to provide direct student services and teacher training or the need for more materials for individual student or classroom use. All coordinators believed the program a success and basically desired to increase and expand its activity. All coordinators reported extensive program activities for the current year and although many listed activities they would have liked to see take place but didn't, all felt that the year was successful.

Recommendations Based on Teacher Questionnaires and School-Based Coordinator Interviews

1. Most people interviewed believed that the direct supply of materials to teachers was a valuable program asset. Teachers indicated they are usually in a position requiring long delays when needed materials and SCECAMP facilitated materials acquisition. Also, many coordinators felt that the influx of both student and teacher materials was a large motivational factor in getting teachers to work in career education.

2. Individual, voluntary, student interest testing was reported as a success in those schools which provided the service. It would appear, based on interviews and questionnaire response, that this aspect of the program should be expanded.

3. The need for an on-site career education coordinator was almost universally supported. The additional resources, lesson plan ideas, and school-wide activities viewed as central to career education were perceived as requiring an on-site coordinator either part-time or full time.

4. Most school personnel reported a desire to expand contacts with outside agencies, private business and other career education programs. When contacts were made by SCECAMP for particular school projects, they were generally viewed as highly successful. This component should be expanded and mechanisms designed to broaden the outreach capabilities of individual schools.

5. The direct, personal and continual involvement of central Board of Education personnel was deemed a unique and positive aspect of program implement. More direct contact in program implementation is recommended for future program efforts.

6. Little work appears to have been done in coordinating district office career education program activity and SCECAMP and school-based efforts. More attention should be placed upon staff development in the District Office and District Office and school interface.

7. A major success of the program as described by school personnel was the institutionalization of Career Resource centers. These centers should be expanded to provide direct student services on an individual basis, services to full classes of students, and as a teacher resource and training vehicle. The New Dorp High Resource Center, among others, could serve as a model for this institutional process.

STUDENT TESTING

In order to assess SCECAMP impact on participating students, the Occupational Characteristics, Occupational Preparation Requirements and the Career Planning Knowledge subtests of the Assessment of Career Development test battery were administered within each school to students taught by SCECAMP trained teachers. Not all grades in all schools had teachers and students participating in SCECAMP activities. In some cases the reading level of the students was very low and it became necessary to administer the tests orally by reading the items aloud while students read silently from their test booklets. In New Dorp High School, regular test administration procedures were followed and students were tested within their classrooms during regular class time. In Junior High School 2, the regular test administration procedures were followed and students were tested as one large group in the cafeteria.

For the sake of statistical analysis, a comparison group was constituted by the evaluation consultant in consultation with the SCECAMP staff. Following last year's recommendations, this group was made up of students who had no involvement or exposure to SCECAMP or career education activities or materials. This group made up the Control sample. It was not possible to constitute control groups in every school or in each grade. Not all students completed all tests since the tests were not all given in one sitting or one period. In

each school, the administration together with the SCECAMP coordinator and the evaluation consultant arranged for the test administration. All tests were administered by the evaluators with the classroom teachers in the room to assist as needed.

Last year's SCECAMP evaluation recommended that the standardized testing data be analyzed, controlling for prior achievement. The SCECAMP coordinator recorded reading test scores from the student's permanent record cards and these scores were incorporated into the data analysis. Often the reading test data was not from the student's current grade so historical regression techniques were used to estimate the reading test scores for all students in the same grade. Not all students had reading scores.

Results

A. Prior Achievement

The means, SDs, Ns, and t values within schools within grades for the estimated reading scores are shown in Table 1. At New Dorp High School, the students are generally reading on grade level (in the highest grades, the tests become somewhat unreliable due to ceiling effects). There is a significant difference between the SCECAMP and Control students in grade 10, but this can be discounted since there was only one Control student involved. At Julia Richmond High School, the students were reading between one half grade and almost two grades below grade level. There were no significant differences between the SCECAMP and Control groups. At East Harlem Career Academy (EHCA), the students were reading nearly two years below grade

TABLE 1

Means, SDs, and Within Schools Within Grade Comparisons of SCECAMP Students and Control Students on Reading Scores Determined by Historical Regression

School and Grade	SCECAMP			CONTROL			t
	$\bar{x}$	SD	N	$\bar{x}$	SD	N	
New Dorp 10	11.85	1.66	11	9.70	0.0	1	4.31**
New Dorp 11	10.88	2.10	27	9.91	2.87	36	N.S.
New Dorp 12	11.52	1.64	67	10.93	2.15	4	N.S.
Julia Richmond 10	8.54	2.78	8	9.37	1.74	3	N.S.
Julia Richmond 11	--	--	--	9.24	1.87	22	--
East Harlem Career Acad. 9	7.07	2.35	100	--	--	--	--
J.H.S. 2 7	8.93	2.57	143	7.72	2.10	52	3.04**

** $P < .01$

TABLE 2

Means, SDs, and Across Schools Within Grade Comparisons of SCECAMP Students and Control Students on Reading Scores Determined by Historical Regression

Grade	SCECAMP			CONTROL			t
	$\bar{x}$	SD	N	$\bar{x}$	SD	N	
10	10.46	2.71	19	9.45	1.43	4	N.S.
11	10.88	2.10	27	9.66	2.54	58	2.18*

* $P < .05$

level. It was not possible to gather a Control sample at EHCA. Finally, at Junior High School 2 the students were generally above grade level in reading and the SCECAMP students were significantly higher than the Control students.

Table 2 shows the findings of a within grade across school comparison of the estimated reading achievement scores. Essentially, this involved combining the tenth and eleventh grades in New Dorp and Julis Richmond High Schools. There is a significant difference between the SCECAMP and Control groups students in the eleventh grade with the SCECAMP students scoring higher.

These estimated reading scores are used as the student's prior achievement. The analysis of the Assessment of Career Development sub-scales which follows will incorporate these scores as a control variable using analysis of covariance (AMCOVA) procedures.

B. Assessment of Career Development

The means, SDs, Ns and F-ratios within schools within grades are shown in Table 3. At New Dorp High School, the SCECAMP group had a higher mean score than the Control group on all three variables for both grades 11 and 12 (in grade 10, the control group had an N of 1 and is therefore not being considered in the comparison). The only significant difference was found on the Occupational Preparation Requirements in grade 11. In grade 11, the difference between the groups on the Occupational Characteristics scale was significant at the .1 level, and in grade 12, the difference between the groups on the Occupational Preparation Requirements was significant at the .1 level.

TABLE 3

Means, SDs and Within Schools Within Grade Covariance Comparisons of SCECAMP Students and Control Group Students

SCHOOL: NEW DORP HIGH SCHOOL								
	VARIABLE	SCECAMP			CONTROL			F
GRADE		$\bar{x}$	SD	N	$\bar{x}$	SD	N	
10	1	40.00	5.80	11	42.00	0	1	N.S.
	2	12.82	2.27	11	12.00	0	1	N.S.
	3	27.18	2.48	11	26.00	0	1	N.S.
11	1	40.11	6.19	27	34.62	9.18	39	3.37[a]
	2	13.07	1.98	27	11.10	3.13	39	5.05*
	3	27.22	4.41	27	25.23	4.82	39	N.S.
12	1	41.36	5.80	69	36.75	7.18	4	N.S.
	2	13.22	2.22	69	11.00	2.45	4	3.06[a]
	3	28.29	3.48	69	25.75	3.77	4	N.S.

[a] $P < .10$ * $P < .05$

VARIABLES

1 - Occupational Characteristics

2 - Occupational Preparation Requirements

3 - Career Planning Knowledge

TABLE 3 (continued)

SCHOOL: JULIA RICHMOND								
	VARIABLE	SCECAMP			CONTROL			F
GRADE		$\bar{x}$	SD	N	$\bar{x}$	SD	N	
10	1	28.10	5.69	10	25.75	6.75	4	N.S.
	2	9.40	3.13	10	8.75	1.50	4	N.S.
	3	19.10	5.19	10	19.75	3.77	4	N.S.
11	1	--	--	--	26.60	4.73	15	--
	2	--	--	--	9.13	3.25	15	--
	3	--	--	--	20.05	5.70	19	--

SCHOOL: EAST HARLEM CAREER ACADEMY								
	VARIABLE	SCECAMP			CONTROL			F
GRADE		$\bar{x}$	SD	N	$\bar{x}$	SD	N	
9	1	22.80	6.80	106	--	--	--	--
	2	7.46	2.97	106	--	--	--	--
	3	18.14	4.03	105	--	--	--	--

SCHOOL: JUNIOR HIGH SCHOOL 2								
	VARIABLE	SCECAMP			CONTROL			F
GRADE		$\bar{x}$	SD	N	$\bar{x}$	SD	N	
7	1	27.73	8.64	145	25.79	6.21	53	N.S.
	2	8.82	3.07	145	8.36	2.21	53	N.S.
	3	20.08	5.05	146	19.47	4.05	53	N.S.

The only comparisons possible at Julia Richmond High School were for grade 10 since there was no grade 11 SCECAMP group. Also, both the SCECAMP and Control groups in grade 10 were quite small (10 and 4, respectively). There were no significant differences between the groups at Julia Richmond. Since there was no Control group at East Harlem Career Academy (EHCA), no between groups comparisons were possible. However, comparing the mean scores for the EHCA SCECAMP math graders with the national math grade norms shows that the EHCA students score at the 19 percentile on both the Occupational Characteristics and Occupational Preparation Requirements scales at the 26 percentile on the Career Planning Knowledge scale. This comparatively poor performance is not surprising as the EHCA students average two years behind in reading level. There were no significant differences between the groups at Junior High School 2, although the SCECAMP group scored slightly higher on each of the three scales.

Table 4 shows the findings of a within grade across schools analysis of covariance. Significant differences were observed on all three scales for grade 11, with the SCECAMP group scoring higher every time. For grade 10, there were no significant differences although, again, the SCECAMP group was higher on every scale (there was only an N of 5 for the grade 10 Control group). These across school within grade comparisons in grade 11 should be viewed with caution since averaging across school only involved combining the relatively poor scoring Julia Richmond Control group with the higher scoring New Dorp group.

TABLE 4

Means, SDs and Across Schools Within Grade Covariance Comparisons of SCECAMP Students and Control Group Students

SCHOOL: ACROSS SCHOOL TOTAL								
		SCECAMP			CONTROL			F
GRADE	VARIABLE	$\bar{x}$	SD	N	$\bar{x}$	SD	N	
10	1	34.33	8.27	21	29.00	9.33	5	N.S.
	2	11.19	3.17	21	9.40	1.95	5	N.S.
	3	23.48	5.57	21	21.00	4.30	5	N.S.
11	1	40.11	6.19	27	32.39	8.91	54	9.63**
	2	13.07	1.98	27	10.56	3.25	54	8.11**
	3	27.22	4.41	27	23.53	5.64	58	4.64*

* $P < .05$ ** $P < .01$

VARIABLES

1 - Occupational Characteristics

2 - Occupational Preparation Requirements

3 - Career Planning Knowledge

C. Correlations Between Variables

The intercorrelations between the three Assessment of Career Development scales and the estimated reading score are presented in Table 5. All correlations are quite high (greater than .67) and highly significant (.001 level).

D. Summary

Based on the recommendations of last year's SCECAMP student testing report, a more controlled standardized testing program and data analysis was employed. First, there was a clear distinction between the SCECAMP and Control group; there was no group which had a partial exposure to the SCECAMP program, as there was last year. Secondly, prior achievement was controlled for by using a reading score as the covariate in an analysis of covariance procedure. Tables 3 and 4 provide some evidence of the positive effects of the SCECAMP program. While there were few significant differences observed, they were all in the expected direction with the SCECAMP group scoring higher. The SCECAMP group also scored higher in almost all the other comparisons where the differences did not attain significance.

The intercorrelations in Table 4 provide at least one possibility for the rather small differences between the SCECAMP and Control groups. All three ASD scores correlate very highly with reading ability, so highly that it appears that the ASD scales may be

TABLE 5

Intercorrelations Between Assessment of
Career Development Scales and Reading Ability

	Var. 1	Var. 2	Var. 3	Var. 4
Var. 1		0.7964 (484) S=0.001	0.7504 (479) S=0.001	0.7932 (465) S=0.001
Var. 2			0.6823 (479) S=0.001	0.6826 (465) S=0.001
Var. 3				0.6765 (470) S=0.001
Var. 4				

(COEFFICIENT/(CASES)/SIGNIFICANCE) VARIABLES

1= Occupational Characteristics

2= Occupational Preparation Requirements

3= Career Planning Knowledge

4= Reading Score Determined by
Historical Regression

measuring reading ability as much as career development. The covariance procedure effectively eliminates the reading component of the ASD and may not leave enough variance in the tests to establish differences between the groups.

Recommendations

Based on the above, it is recommended that: 1) a standardized test be used which is not so highly related to reading ability; 2) an attempt be made to provide less of a quasi-experimental study by randomly assigning students to the SECEAMP and Control classes before the school year.

SUMMARY

The evaluation activities reported in this document were undertaken by a group of consultants during the last quarter of the year and for the most part were devoted to examining progress toward institutionization of career education resulting from the SCECAMP activities.

Notwithstanding the change in SCECAMP personnel at mid-year, the project continued to move toward greater service in the field sites. There appears to have been a tightening up and closer adherence to specified work plans during this period. In addition, the management of the project provided services and materials to the sites which will be helpful to the schools in continuing to offer career education opportunities to their students during the coming year when SCECAMP will no longer be an operational project. The recommendations in the management section of the report can be implemented within the local schools and districts with the assistance of CCOE.

During this year the SCECAMP staff made a major effort to complete many curriculum and dissemination materials and made excellent progress in shaping these materials into final products that should be made available to the sites during the coming years. The data collected from the teachers and other school personnel indicated that the direct supply of materials to teachers was a major asset of the program. Other aspects of the program that were very positively viewed by school personnel were the student interest testing, the availability of an on-site career education coordinator, contacts with outside agencies and businesses, the direct involvement of central board personnel, and the institutionalization of career resource centers in the schools.

The student testing which followed the recommendations made in last year's report found that in those instances where there were significant differences, the differences favored the SCECAMP students and that generally, the mean scores attained by SCECAMP groups were higher than those attained by the comparison groups even where the differences were not significant. It would appear that career education activities are beginning to show a difference when these data are controlled for general reading ability.

In conclusion the project appears to have been successful in carrying out its objectives for this year. The continuation of the momentum generated by SCECAMP in bringing career education to the schools now rests with CCOE.

APPENDIX

INTERVIEW SCHEDULE

SCECAMP Evaluation - 1978-

Interview Schedule for School-Based Career Education Coordinators

1. Would you please describe the major career education activities in which you participated this year

2. What kind of support did you receive from SCECAMP ?

3. How would you assess the value of SCECAMP's support ?

4. What kind of support did you receive from the school administration this year ?

5. How would you assess the value of the admihistrative support ?

6. Would it be more accurate to describe your career education role this year as an initiator of activities _____ or as a facilitator _____

7. What do you consider the major accomplishments made in career education in the school this year ?

8. What would you have liked to see happen this year in career education that did not

9. Next year, when SCECAMP is no longer involved with the school
   a. what do you see will be your career education role

   b. what do you see happening to career educaion in the school

10. In gneral would you please tell me what you think were the major strengthens & weaknesses of this year Career Education effort

Dear Teacher:

TEACHER QUESTIONNAIRE

This questionnaire asks your reactions to the career education program in your school. We are collecting this information in order to assist the staff in improving the quality of career education activities in your school. We would like your honest responses, and guarantee confidentiality. Thank you.

1. During the past year, how frequently did you or your class .....:

	never	sometimes	often
a) participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?			
b) listen to outside speakers explain their jobs or careers?			
c) go on field trips to learn about jobs and the places where people work?			
d) examine tools, machinery or other objects connected with work?			
e) watch films, filmstrips, or slides about work or people at work?			
f) listen to records or tapes about work or people at work?			
g) read printed materials on careers or work?			
h) write about careers and work?			
i) discuss jobs and the places in which people work?			
j) write career education lesson plans for your class?			

2. In general, how would you rate the response on the part of the students to career education activities?

_____ very positive _____ negative
_____ positive _____ very negative

3. In planning for, or implementing career education activities, how helpful was the school career education resource center?

_____ not helpful _____ somewhat helpful _____ very helpful

4. In planning for or implementing career education activities, how helpful was the career education coordinator in your school?

_____ not helpful _____ somewhat helpful _____ very helpful

5. What kinds of Career Education activities do you expect to be involved in next year?

_____

_____

_____

6. In order to be more successful in implementing career education activities, what additional resources would you need? _____

_____

_____

7. Grade level(s) you currently teach _____, Subject(s) you teach _____ _____, years teaching _____, years teaching at current school _____.

8. The back of the page has two columns, one listed "STRENGTHS" and the other "WEAKNESSES". Use this space to summarize your reactions to this year's career education effort at your school. Thank you.